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ABSTRACT

This project was undertaken to develop a comprehensive account of the levels of problem behaviors in schools. It also looked at what schools do to prevent problem behaviors and how they promote a safe and orderly environment. Chapter 1 provides an introduction to the study and explains some school-based interventions such as social competency programs, behavior management programs, and environmental competence in guardianship. Chapter 2 describes the nature and extent of problem behavior in schools, and presents information about student and teacher perceptions about the safety of their schools. Chapter 3 describes activities in schools to prevent or reduce problem behavior or to promote a safe and orderly environment. Chapter 4 summarizes information about program intensity and the extent to which school activities employ "best practices. Chapters 5 and 6 summarize evidence about the correlates of program quality, testing some hypotheses about the conditions and arrangements that make quality program implementation possible. Chapter 7 offers recommendations based on information developed in this inquiry, and it offers speculations about potentially useful practices. (Contains 2 figures, 56 tables, 9 appendixes, and 233 references.) (JDM)

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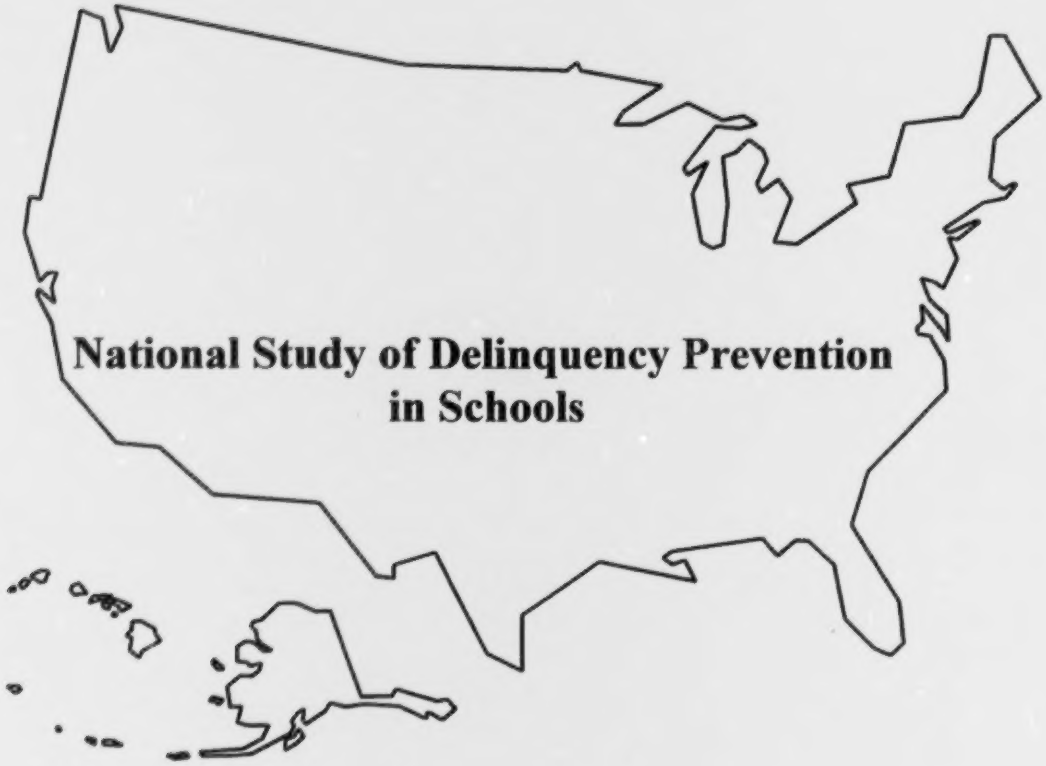

National Study of Delinquency Prevention in Schools

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National Study of Delinquency Prevention In Schools

Final Report, Grant No. 96-MU-MU-0008

July 2000

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Preface

This project was supported by Grant No. 96-MU-MU-0008, awarded by the National Institute of Justice in cooperation with the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. NIJ (with help from BJA) is the primary sponsor of this research, and the research activities from which we report results here were designed and begun under the NIJ grant. As the project progressed, additional support for the work reported was provided by the Office of Juvenile Justice Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice through Grant No. 98-JN-FX-0004. With OJJDP support we expanded data collection activities to include information on juvenile gangs and on activities directed at gangs. The project also depended on the support by the Planning and Evaluation Service, U.S. Department of Education, of a Study on Violence and Prevention through a contract with Westat. The Department of Education was required by Congress to investigate violence in schools and its prevention. Westat merged some of its research tasks with those of the present project – particularly the student and teacher surveys – in order to maximize resources and minimize the burden on schools. Views expressed are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice. Nor do they necessarily represent the position or policies of other sponsors or organizations.

The overall design for the project was drafted by Gary D. Gottfredson and Denise C. Gottfredson in a grant proposal submitted to NIJ in August 1995, with subsequent revision (including a reduced budget) in November 1995. After NIJ made a grant award in August 1996, Gary and Denise Gottfredson began work elaborating a taxonomy of school-based activities to prevent problem behavior. We were assisted in this effort by Shannon C. Womer who gathered information from federal and state government agencies, foundations, technical assistance providers, and others about the range of activity undertaken in schools with the aim of preventing or reducing drug use, delinquency, and other forms of problem behavior or to promote a safe and orderly school environment. Ms. Womer's work contributed greatly to the development of the taxonomy, which was completed in the early Spring of 1997.

The taxonomy was the basis for the design of questionnaires to gather information about the nature and extent of school prevention activities from school principals – the Phase 1 survey – conducted in the spring of 1997. The Phase 1 survey was coordinated by Ellen R. Czeh. She was assisted by Suzanne Busby, Rebecca Gold, Elizabeth Jones, Jacob Lawrence, Kirsten Mackler, Felicia Morings, and Nicole Piquero who telephoned schools in Herculean efforts to extract questionnaire returns.

While Phase 1 data were being collected, Gary Gottfredson and Denise Gottfredson developed the Phase 2 questionnaires. Reviews of school based prevention programs completed by Denise Gottfredson (1997, in press) and the taxonomy were important sources of guidance in developing the Phase 2 Principal Questionnaire and the fourteen distinct Activity Coordinator Questionnaires. The principal questionnaire adapted measures of conscientiousness from the work of Goldberg (1992) and of accomplishment record from the work of G. Gottfredson (1994).

The Phase 2 Student Questionnaire was adapted from the Effective School Battery student survey (G. Gottfredson, 1984/1999), What About You (G. Gottfredson & D. Gottfredson, 1992, 1999), and the School Action Effectiveness Study student questionnaire (G. Gottfredson, 1982) with new material based on the taxonomy developed for this project. The Phase 2 Teacher Questionnaire was adapted from the Effective School Battery teacher survey (G. Gottfredson, 1984/1999), and the Organizational Focus Questionnaire (G. Gottfredson and Holland, 1997), with the incorporation of original material based on the taxonomy. Ellen Czeh assisted in the production of the seventeen separate questionnaires developed for Phase 2.

Sally Hillsman, Thomas Feucht, Rosemary Murphy, and Winifred Reed of the National Institute of Justice (DOJ) and Joanne Wiggins of the Planning and Evaluation Service (ED) worked to develop the Memorandum of Understanding between PES and NIJ to share data and data collection instruments that had been developed for Phase 2 surveys, which was signed by Alan L. Ginsburg, Director of PES, and Jeremy Travis, Director of NIJ. Following this, Scott Crosse and Irene Hantman of Westat worked with Joanne Wiggins of PES to obtain Office of Management and Budget clearance that would be necessary for teacher and student surveys to be collected by Westat under contract with ED, and they suggested minor revisions in questions. David Cantor of Westat suggested additions to the Phase 2 principal questionnaire to capture school crime data similar to that captured in other surveys.

Data collection responsibilities for Phase 2 were divided between Gottfredson Associates and Westat, with Westat focusing on secondary schools where teacher and student surveys would be conducted and Gottfredson Associates focusing on elementary schools. Scott Crosse was study director for the Westat effort. Irene Hantman led the data collection effort at Westat. She was assisted by Katie Andrew, Julie Anderson, Betty Barclay-Hurley, Kristen Heavener, Robin Hill, Galen McKeever, Pat McClure, Sheri Nicewarner, Parvis Omidpanah, Jeff Roussos, and Fran Winter in recruiting schools and by Liv Aujla, Kevin Jay, Steve Linz, Kim Standing, and Diane Steele in data collection. She was also assisted by Al Bishop, John Brown, Jason Grim, and Ying Long in data management. Ellen Czeh led the data collection effort at Gottfredson Associates. She was assisted by Rebecca Silverman and Adriana Wade who communicated with schools to secure the return of data, and by Nisha Gottfredson and Kara Czeh who prepared survey materials.

Gary Shapiro and Lana Ryaboy of Westat developed nonresponse weights that were used together with initial sampling weights to produce national estimates reported here, and they advised Gary Gottfredson on the calculation of sampling errors. Elizabeth Jones prepared initial data files from survey data and performed initial psychometric analyses for student and teacher data. Ratings of prevention activity quality were devised by Denise Gottfredson and Gary Gottfredson, and psychometric analyses for discretionary activity data were performed by Denise Gottfredson and for Principal data by Gary Gottfredson. Allison Payne performed yeoman service in coding the complicated information provided by activity coordinators, April Simonsen prepared census data for schools, and Shawn Anderies coded information principals provided in Activity Detail Booklets to produce the measures of span of control and delegation. Statistical

analyses reported here were prepared by Gary Gottfredson and Denise Gottfredson. Ellen Czeh assisted in the preparation (over and over again) of tables.

We are grateful for the endorsement of the project by Thomas F. Koerner, Deputy Executive Director of the National Association of Secondary School Principals, and by Ronald J. Areglado, Associate Executive Director for Programs of the National Association of Elementary School Principals. Letters from these association leaders and a letter from Jeremy Travis, Director of the National Institute of Justice, assisted in encouraging school principals to participate in the project.

The report was written by Gary Gottfredson and Denise Gottfredson, who were assisted by Ellen Czeh.

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Introduction to the Study

The National Study of Delinquency Prevention in Schools (NSDPS) was undertaken to develop a comprehensive account of the levels of problem behavior in United States schools and of what schools do to prevent problem behavior and to promote a safe and orderly environment. In this first major report from the study, we aim to provide a description of the full range of activities schools undertake to reduce or prevent problem behavior – including delinquency, drug use, and violence.

The study contrasts sharply with much evaluation research that is directed at assessing the effectiveness of specific practices. Evaluation is sometimes defined as activity to learn what was done, how, and with what effect. But the present research was *not* undertaken to assess the effectiveness of specific instances of prevention or intervention activities. Much evaluation research examines isolated programs or a circumscribed set of activities or arrangements and seeks to determine their effects. Good contemporary evaluation research usually also assesses the strength and integrity of program implementation (Sechrest, West, Phillips, Redner, & Yeaton, 1979). But many program evaluations and most instances in which evaluators measure the quality (strength and integrity) of program implementation lack ecological validity (Brunswick, 1947). Because the research is designed to focus on one or a small number of specific realizations of a program or practice, it lacks a sufficiently representative design to describe typical practices or the typical degree of strength and integrity attained when programs are applied outside of the experimental context. In contrast, the present research was designed to assess the nature, extent, and quality of prevention and intervention activity directed at problem behavior and school safety in a representative sample of the nation's schools.

Growth in Development of Prevention Programs

Recent years have seen growth in the development and application of prevention programs — most of these directed at adolescents and based in schools, but some directed at other groups. Wilson-Brewer et al. (1991) identified 83 violence prevention programs in 20 states. They obtained survey responses from 51 of these programs, and the data indicate that most of these had been initiated recently. These programs had multiple sources of support: Most were funded by foundations (52%), and many operated on fee-for-service (44%), state funds (34%), federal funds (32%), or city sponsorship (30%). Most of these programs reached the target populations (typically adolescents and young adults) indirectly by working with teachers (41%), school administrators (32%), and a variety of other intermediaries. Middle and high schools were the predominant loci of the programs (62% of programs in each of these school settings). Only 21% reported any type of outcome evaluation; even counts of individuals affected were relatively rare.

A large number of programs directed at alcohol, tobacco and other drug use and more recently at violence have been sponsored by the Center for Substance Abuse Prevention (CSAP, 1994). Between October 1987 and September 1994 CSAP made 363 grants directed at high risk youths, mostly (56%) to not-for-profit organizations and 11% to educational systems (although many more of these programs operate in or are focused on schools).

The Bureau of Alcohol, Tobacco and Firearms (BATF) promotes and sponsors GREAT programs; the Administration on Children, Youth and Families (ACYF) sponsors a major youth gangs and drug prevention program; important initiatives are sponsored by the National Institute for Child Health and Development, the Department of Education, the Centers for Disease Control and Prevention, the Office for Juvenile Justice and Delinquency Prevention; and research and demonstration programs are supported by the National Institute on Drug Abuse and other Institutes. In addition, many foundations are involved in supporting programs to prevent problem behavior. Among them: Arizona Community Foundation, Bell of Pennsylvania, Best Foundation, CAP Cities/ABC, Eisenhower Foundation, Foundation for New Era Philanthropy, Foundation for the National Capital Region, Goldseker Foundation, Grantmakers in Health, GTE Corporation, Hogg Foundation, IBM, J.M. Foundation, Robert Wood Johnson Foundation, Henry J. Kaiser Family Foundation, Weing Kaufman Foundation, Kellog Foundation, Nathan Cummings Foundation, National Masonic Foundation, New York Community Trust, Okura Foundation, Pew Charitable Trust, Pool Health Care Trust, Santa Clara Community Partnership, Kansas Health Foundation, Winston-Salem Foundation.

Continued growth in these programs may be expected in part because national reports have directed attention to their importance and called for further development. One of the national education goals is directed at increasing safety (Office of Educational Research and Improvement, 1993). *Healthy People 2000* (U.S. Department of Health and Human Services, 1991) called for teaching conflict resolution skills in half the nation's schools by the year 2000. The National Institute for Child Health and Human Development has sponsored developmental efforts on adolescent decision making to reduce violence and other risky youth behavior (Baron & Brown, 1991). And the National Institute of Justice *Program Plan* for recent years has called attention to school-based prevention programs.

School as a locus of intervention. The school is a key locus for intervention not simply because adolescents spend so much time there. It is the primary institution aside from the family that has access over extended periods of time to most of the population of young people (G. Gottfredson, 1981, 1987a; Martin et al., 1981). Until school dropout becomes a major problem (mostly after grade 9), this access is almost universal. Despite complaints that the schools cannot be expected to do everything and some persons' views that schools ought not have roles in socializing the young beyond narrow educational bounds, the school offers a realistic opportunity for delivering interventions to reduce delinquency. The reality of programming directed at youths is that the lion's share of money spent by government agencies on children and youths is spent on education – probably upwards of 85% in the states and about 42% of federal spending (Holmes, Gottfredson, & Miller, 1992).

School-Based Interventions

School-based prevention programs take on a number of distinguishable forms. Although few programs resemble a pure type, some of the more prominent kinds of interventions believed to have potential are (1) social competency programs directed at high-risk individuals or at the general population of adolescents, (2) behavior management programs whether applied in the school or through the involvement of parents, (3) programs directed at environmental change to increase the effectiveness of school management or behavior management in schools, (4) programs to increase the bonding of individuals to the social order, (5) programs to exclude weapons or intruders from school, or limit the availability of weapons, (6) programs to improve opportunities for surveillance, (7) programs to provide recreation or productive youth activity, and (8) programs that provide information. Each of these types is discussed briefly in turn in the following paragraphs. Actual programs generally combine features of more than one ideal type, so that many social competency programs also include components that provide information, many programs contain recreational elements, and so on.

Social Competency Programs

One set of programs known as "social competency" interventions is directed at self-restraint. These are also often called cognitive-behavioral interventions. Social competence programs generally involve: (a) developing people's skills in identifying the antecedents of problems in the cues they perceive from others, their environment, and their own state of arousal, (b) increasing the probability that people will hesitate before taking impulsive action, (c) improving individuals' capacity to process information with reference to the desirability of alternative outcomes, and (d) establishing behavioral repertoires for coping with events with potential to lead to harm. Some of these programs involve parent training to help them teach cognitive behavioral self-management to their children (e.g., Spivak and Shure's, 1976, Interpersonal Cognitive Problem Solving or Camp and Bash's, 1985, Think Aloud program); others are administered by teachers (e.g., Botvin's, 1989, Life Skill Training or the Weissberg et al., 1990, Social Problem Solving Program). (See Elias et al., 1994. See also Baron & Brown, 1991.) These programs are most effective when they teach social competency content using behavioral strategies such as rehearsal and role-playing (D. Gottfredson, Wilson & Najaka, in press).

Single-project evaluation research has demonstrated that social competency promotion programs that make use of high levels of modeling and practice, provide specific and frequent feedback about new behaviors, provide cues to prompt the behavior, and use techniques to generalize the new behavior to different settings can reduce crime (Arbuthnot & Gordon, 1986; Arbuthnot, 1992; Shapiro & Paulson, 1998; Tremblay et al., 1991; Tremblay et al., 1992; Tremblay et al., 1994; Tremblay et al., 1995; McCord et al., 1994) and substance use (e.g., Kaufman et al., 1994; Botvin et al., 1990; Botvin, Baker, Renick, et al., 1984; Botvin, Baker, et al., 1995; Shope, Copeland, Marcoux, & Camp, 1996; Caplan et al., 1992). They can also work to reduce anti-social behavior and other conduct problems (e.g., Amerikaner and Summerlin, 1982; Elkin et al., 1988; Feindler et al., 1984; Conduct Problems Prevention Research Group, 1999a, 1999b; Coie, 1997; Shure & Spivack, 1979, 1980, 1982; Weissberg & Caplan, 1994). These interventions have been shown to be efficacious in trials with pre-school (Shure & Spivack, 1979, 1980, 1982), elementary (Amerikaner & Summerlin, 1982; Conduct Problems Prevention Research Group, 1999a; Coie, 1997; Elkin et al., 1988; Gesten et al., 1982; Gesten et al., 1979; Greenberg et al., 1995; Hudley, 1994; Pepler et al., 1991; Weissberg, Gesten, Rapkin, et al., 1981), junior high (Botvin et al., 1990; Botvin, Baker, Renick, et al., 1984; Botvin, Baker, et al., 1995; Ellickson & Bell, 1990; Ellickson et al., 1993; Kaufman et al., 1994; Shope, Copeland, Marcoux, & Kamp, 1996; Caplan et al., 1992; Feindler et al., 1984; Weissburg & Caplan, 1994), and senior high (Arbuthnot & Gordon, 1986; Arbuthnot, 1992; Hecht et al., 1993; Sarason & Sarason, 1981; Eggert et al., 1990; Severson et al., 1991; Shope, Copeland, Maharg, & Dielman, 1996) students. Social competency promotion programs can be applied to the general population or to a targeted subpopulation of high-risk individuals. Meta-analyses (quantitative synthesis of evidence from many studies) imply that effective delinquency programs often incorporate cognitive-behavioral approaches to developing social competencies (Izzo & Ross, 1990; Lipsey, 1992).

Behavior Management Programs

A well developed technology exists for intervening with individual youths who display impulsive, aggressive, or conduct disordered behavior (Kazdin, 1987). A logical extension of such effective behavioral methods is their application in classrooms and schools. Research on classroom management documents effective practices (Brophy, 1983; Doyle, 1986; Emmer & Aussiker, 1989; Evertson & Harris, 1992; D. Gottfredson, 1992a). Similarly, schools can involve parents in behavior management, including home-based backup reinforcement for school behavior (Atkeson & Forehand, 1979; Barth, 1979) and programs to provide parents with training in behavior management (Dishion & Andrews, 1995). Bry (1982) and Bry and George (1979, 1980) have demonstrated a behavioral program directed at tardiness, class preparation and performance, behavior and attendance in which students earned points contingent on their behavior using trips for a backup reinforcer. Bry and George's intervention improved behavior after students had been exposed to the intervention for two years and positive effects were found five years after the program ended.

The same principles can be applied to entire classrooms. A Good Behavior Game (a group contingency management program developed by Barrish, Saunders & Wolf, 1969) has repeatedly been shown to be efficacious in reducing disruptive behavior misconduct (Barrish et al., 1969; Bostow & Geiger, 1976; Darveaux, 1984; Fishbein & Wasik, 1981; Grandy, Madsen, & De Mersseman, 1973; Harris & Sherman, 1973; Hegerle, Kesecker, & Couch, 1979; Johnson, Turner, & Konarski, 1978; Kosiec, Czernicki & McLaughlin, 1986; Medland & Stachnik, 1972; Phillips & Christie, 1986; Swiezy, Matson, & Box, 1992; Warner, Miller, & Cohen, 1977) and aggressive behavior (Dolan et al., 1993; Huber, 1979; Saigh & Umar, 1983) in elementary classroom, preschool, library, and a comprehensive school for slow-learning disruptive students.

Environmental Competence in Guardianship

A variety of interventions are directed at enhancing the capacity of school and other environments to signal appropriate and inappropriate behavior or to improve mechanisms for watching for and responding to student behavior.

Defining norms. One impressive line of research and demonstration to limit conflict in schools has been undertaken in Norway (Olweus, 1991, 1992a; Olweus & Alsaker, 1991). Olweus noted that certain adolescents, called "bullies," repeatedly victimized other adolescents. Typical bullies were characterized as displaying an "aggressive reaction pattern combined (in the case of boys) with physical strength" and as representing "a more general conduct disordered, antisocial and rule-breaking behavior pattern." Olweus also noted that the victims of bullying tended to be neglected by the school. Although they were known to be targets of harassment, the problem was largely ignored by adults who failed to actively intervene and thus provided tacit acceptance of the bullying.

A program was devised based on the notion that, "Every individual should have the right to be spared oppression and repeated, intentional humiliation, in school as in society at large." The campaign directed communication to redefining bullying as wrong. A booklet was directed to school personnel, defining the problem and spelling out ways to counteract it. Parents were sent a booklet of advice. A video illustrating the problem was made available. And questionnaire surveys to collect information and register the level of the problem were fielded. Information was fed back to personnel in 42 schools in Bergen, Norway. Reassessment implied considerable diminution in the problem – results consistent with an interpretation that the environments had become more competent in establishing norms as a result of the campaign.

School-wide capacity-building or behavior management. The application of behavior management programs on a school-wide basis is a form of environmental competency enhancement. But the employment of these methods is not straightforward. Schools and school systems generally have guidelines for school personnel in the form of discipline codes and reactive strategies, and evidence shows that variations in school discipline practices are indeed related to levels of victimization in schools (G. Gottfredson & Gottfredson, 1985). But, most violence occurs in urban schools serving relatively high crime, disorganized, and high proportion minority populations, and in schools which themselves suffer problems of low staff morale and difficulty in recruiting and retaining first-rate personnel. Problem schools are often overwhelmed by problems, despite the heroic efforts of educators to cope with them (Emmer, 1992; G. Gottfredson, 1987b).

Effective programs to reduce disorder have, nevertheless, been demonstrated in schools with multiple problems. In one of these (D. Gottfredson, 1988), a structured organization development method (Program Development and Evaluation; PDE; G. Gottfredson, 1984a; G. Gottfredson, Rickert, Gottfredson, & Advani, 1999) was applied in a three-year effort to reduce disorder in a troubled Baltimore City school. The program designed, implemented, and refined interventions to increase the predictability of responses to students' disciplinary infractions, increase rewards for appropriate behavior, and increase prosocial peer and teacher support. The program was effective in reducing disorder.

The PDE method – in which researchers work with school personnel to define goals and objectives, develop program theory, plan for and monitor the implementation of program design choices, and assess outcomes – was also applied in programs in seven secondary schools (D. Gottfredson, 1986). District personnel used PDE to develop a general plan and then used the PDE method to make school-specific plans for school improvement and implementing interventions. The effort increased the clarity and consistency of school rules, student success, and attachment; and it reduced problem behavior as well as staff morale and other indicators of school capacity.

In another study, eight schools participated in a program to increase the clarity of school rules and to promote their application in a fair, firm, and consistent way (D. Gottfredson, Gottfredson, & Hybl, 1993). Again, in the context of an organization development framework, extensive administrator and teacher training was coupled with the development of school mechanisms for attending to and responding to student behavior using guidelines for teacher and administrator responses. Teachers were trained to use effective classroom organization and management techniques. Computerized behavior tracking was used to promote the clarity and consistency of responses to student behavior. Evaluation showed that the program's effectiveness differed from school to school in approximate proportion to the quality of program implementation, and it was effective in reducing conduct problems in high implementation schools.

Related approaches to reducing problem behavior on the way to and from school have been attempted in several places. Kenney and Watson (1996) engaged students in applying a four-part planning method (SARA) often recommended for use in community-oriented policing. Students identified safety problems and proposed methods to ameliorate them. Reductions in student fear were observed. G. Gottfredson, Gore, & Jones (1998) engaged school faculty and students in planning to prevent problem behavior in improve attendance in a very disorganized school. The approach to planning was simple and low key to overcome resistance to more formal approaches to planning. After two years, attendance rose about 5% above historical levels and teacher morale and perceptions of safety improved, although the school remained very disorderly.

Other Interventions

Increasing Bonding. Prevention programs have applied a number of intervention models apparently aimed at increasing social bonding. This has included use of cooperative learning techniques (Johnson & Johnson, 1989; Slavin et al., 1990) to increase rewarding academic experiences and liking for school, mentors to provide positive role models and prosocial adults to whom youths may become attached (Hahn, Leavitt, & Aaron, 1994; LoSciuto et al., 1996), field trips to the community and discussions of laws and social problems as part of some forms of law-related education (D. Gottfredson & Gottfredson, 1992). Other programs involve scholastic goal-setting and incentives for improved performance (Mac Iver, 1993).

A number of culture-specific programs, such as Afro-centric rites of passages programs and programs to instill a sense of awareness and pride in cultural roots or traditions may be regarded as bonding programs that promote values education and attachment to a social group.

Excluding weapons and intruders. A number of approaches to reducing crime have focused on mechanisms to limit access to schools by intruders or to prevent weapons from coming into schools (Butterfield & Turner, 1989). A range of approaches are used, including efforts to control entry into schools through the use of checkpoints and identification systems, metal detectors, and security patrols or officers who challenge intruders (Quarles, 1989; Gaustad, 1991). Sometimes school doors are fitted with electromagnetic locks that open when a fire alarm is set off. Although such programs are controversial, some experience implies that they can be effective and these are worthy of more systematic tests (Aleem & Moles, 1993).

Improving opportunity for surveillance. Some schools are designed in a manner that makes it easy to observe who enters the building and what people in the building are doing. Other schools, including many older urban schools, employ architecture that makes observation difficult. When school design makes surveillance difficult, some schools are retro-fitted with video cameras to monitor hallways, stairs, and entrances and with "panic bars" on exit doors so that an alarm is triggered if a door is opened from the inside. In extreme cases, portions of school buildings are physically walled off so that no one can enter areas that are difficult to monitor. To the best of our knowledge, there have been no formal evaluations of these approaches, but taking steps to improve opportunity for surveillance are plausible methods for improving school safety.

Recreation and youth employment. Recreation programs include regular after-school recreation programs with or without an instructional component, police athletic leagues, safe haven programs, and late night recreation programs. Programs to employ youths during the summertime are also generally intended to provide constructive activity. Sometimes these purely recreational or employment programs are combined with program elements of another program type, which increases their plausibility and delinquency prevention potential. Often, a rationale for recreation programs is that they provide supervision for youths who would otherwise be unsupervised in after-school hours. D. Gottfredson (1997) reviewed the evidence about alternative or recreational activities and concluded that there is little reason to believe that typical recreation programs will be helpful in reducing delinquency and that they have the potential to increase it if they bring high-risk youths together.

Information Programs. At one time, many drug prevention programs were primarily informational in nature. The provision of information is still a part of most drug prevention programs, and a few programs are still almost exclusively informational in nature. Crime prevention programs that provide information about the conditions under which crime occurs so that citizens can take steps to limit their exposure to risk remain common.

Hybrid Programs. Most prevention programs are hybrids in the sense that they combine elements that resemble two or more of these ideal program types. For example, Botvin's Life Skills Training program (Botvin et al., 1984) is mainly a social competence program, but it includes a large segment that is informational. The Drug Abuse Resistance Education (DARE) curriculum (Bureau of Justice Assistance, 1988) implemented by police officers is very widely applied and highly regarded (Police Research Center, 1995; Ringwalt & Greene, 1993) program directed at enhancing upper elementary children's social skills, particularly in recognizing and resisting peer influence to use drugs; and it also focuses on drug information, decision skills, and self-esteem – making it a hybrid program. Another example of a school-based program that mixes some social competency training with drug information is the Project ALERT curriculum disseminated by the Best Foundation (1993). Pentz et al. (1990) have employed multiple methods (including parents and the media) directed at adolescent social skills. The GREAT programs are also hybrids, similar to DARE. An ambitious approach to gang suppression and intervention (Spergel, 1990) is another hybrid program that emphasizes mobilizing communities to improve their safety and protect others, utilize environmental design techniques to enhance guardianship, and take other steps. A critical element in the model is a special focus on providing safe, gang-free schools by involving key individuals in and out of the school to improve guardianship.

A great many things can potentially be done in schools by those who seek to reduce or prevent problem behavior. Some of these things have been the object of scientific study. Others have not. A series of recent reviews and summaries (Botvin, 1990; Brewer, Hawkins, Catalano, & Neckerman, 1995; Eron, Gentry, & Schlegel, 1994; Hansen, 1992; Hansen & O'Malley, 1996; Hawkins, Arthur, & Catalano, 1995; Institute of Medicine, 1994; Schinke, Botvin, & Orlandi, 1991; Tobler, 1992; Weissberg & Greenberg, 1997) attest to the potential of preventive interventions, leading to the optimistic slogan "prevention works." The recent reviews by D. Gottfredson (1997, 2000) are somewhat more circumspect about the broad potential of preventive interventions to reduce problem behavior and drug use but also illustrate the potential of these interventions.

The Problem of Implementation

Wilson-Brewer et al.'s (1991) survey of violence prevention programs identified four main areas of barriers to success: (1) Almost all programs had difficulty securing sufficient and stable funding to acquire staff, operate programs of significant scale and duration, and maintain continuity over time. (2) Half of programs working with school systems faced overworked, stressed, and burned-out teachers. When school personnel are asked to implement a program they have not selected, they feel overburdened with work, or they do not perceive support for programs of sufficient scale, they resist implementation. (3) Programs – especially those involving gang activity – saw denial of the existence of serious safety problems (despite clear problems) as a barrier to effective programs. (4) About a third of programs lacked the expertise, money, or assistance to evaluate their activities.

To these obstacles may be added those identified by Elias et al. (1994) in their review of competence promotion programs: factors related to the readiness of organizations to implement change. As they put it, "A program consisting of potent and validly conceived mechanisms and processes may not succeed because the host environments are not able to support those processes (Zins & Ponti, 1990)" (p. 24). Among the factors facilitating or hindering implementation are organizational climate and norm structure, the organization's history of response to innovations, the balance of new and experienced administrators, the articulation of goals with the programs, staff morale, administrator leadership and communication, role definitions, educator involvement in planning, and staff resentment of troublesome students (Corcoran, 1985; G. Gottfredson & Gottfredson, 1985, 1987). Each factor may facilitate or hinder implementation; if morale is high, implementation is easier to achieve, if low, it is harder.

Implementation of effective prevention efforts is likely to be most difficult in schools and communities in which rates of crime, delinquency, and school disorder are greatest. In such places morale – a sense that members of the community can count on each other to achieve goals – may be low and problem responses may be focused on responses to crises or immediate problems rather than on diagnosing problems and planning solutions. In disorganized schools or communities, organizational obstacles may thwart the implementation of efficacious strategies with sufficient strength and fidelity, and the organizations may fail to improve implementation over time.

The barriers that prevention programs face can be put in context by recalling that problems of implementation have plagued programs in crime and delinquency for decades. The bibliography of literature on the rehabilitation of criminal offenders by Lipton, Martinson and Wilks (1975) is best remembered by many for the generalization in Martinson's (1974) summary "With few and isolated exceptions, the rehabilitative efforts that have been reported so far have had no appreciable effect on recidivism." The Lipton et al. review was not alone among disappointing reviews (Whitehead & Lab, 1989; Wright & Dixon, 1977).

But the conclusion that "nothing works" was not a correct conclusion to draw from this literature. The National Research Council Panel on Research on Rehabilitative Techniques (Sechrest, White, & Brown, 1979) noted that flaws in evaluation methods and – more important – limitations in the strength and fidelity of implementation of programs do not justify the conclusion that effective programs cannot be applied. Lipsey (1992) conducted a meta-analysis of 443 juvenile delinquency treatment programs to examine the relation of program characteristics, subject characteristics, researcher characteristics, and evaluation design to program effects. Lipsey found that effects overall were small, but that the "dosage" of treatment program and features of the treatment program itself were associated with the size of effects. More structured, behavioral, and multimodal treatments were more effective. Lipsey's "dosage" is equivalent to strength of implementation and his other findings about structure and implementer characteristics suggest fidelity of implementation to a program plan. Lipsey and Wilson (1998) examined a subset of studies involving more serious delinquents and found that duration of treatment, integrity of treatment implementation, program age, and involvement of mental health treatment personnel were predictive of size of interventions' effects.

These issues of strength and integrity of program implementation are bound to influence the effectiveness of school-based prevention programs as well. Prior research on this topic implies that the most important initial question to be answered in an evaluation of school-based prevention programs is not "what works?" but "what was done?"

Evaluations Probably Overestimate the Effectiveness of Interventions

Evaluations and other research has shown that some kinds of interventions to reduce problem behavior can be effective. For example, we cited evidence earlier that behavioral and cognitive behavioral interventions have repeatedly been shown to be effective in reducing problem behavior or improving attendance. In many cases, however, the evidence derives from optimal or at least good implementations of the intervention in question. Often investigators train implementers, monitor their behavior, correct implementation errors, or are directly involved in the application of the method being studied. In some cases, the evidence is derived from schools that were especially amenable to program implementation. For example, the developer and principal evaluator of one popular instructional program routinely requires that 80% of faculty vote to adopt the program by secret ballot before the program will be attempted in the school (Jones, Gottfredson & Gottfredson, 1997; Mathews, 1999; Walberg & Greenberg, 1998). This location selection bias in evaluations of this program, named "Success for All" by its developers is not emphasized in their descriptions of it (Slavin, Madden, Dolan, & Wasik, 1996) who titled their recent account *Every Child, Every School: Success for All.*

In research or demonstration programs, the capacity of the school to serve as an implementation site is likely to be greater than the typical school – evidenced at least in part by its willingness to participate in a research project. In addition, the particular implementers (teachers or others) are likely to be selected for their willingness to implement a program, cooperate with evaluators, and their ability quickly to learn to put new methods in place. In all of these respects, they are likely to produce better instances of implementation than would be achieved in the average school, let alone schools where many youths are engaged in high levels of problem behavior or where faculty are demoralized.

Schools and their personnel differ in the extent to which they are able or willing to produce strong and faithful implementations of intended programs. For example, Botvin, Batson, et al. (1989) reported variation in the quality of implementation across teachers in an experiment in nine urban schools. In another study of eight urban schools, Botvin, Dusenbury, et al. (1989) reported that the amount of Life Skills Training material covered by teachers ranged from 44% to 83%. Positive effects of the program were found only for a high implementation group (with a mean completion rate of 78%), not for the low implementation group (mean of 56% delivery). In a third study by Botvin et al. (1990), coverage of the curriculum ranged from 27% to 97%, with 75% of students exposed to 60% or more of the material. The level of implementation was strongly related to the effectiveness of the intervention.

Health and mental health researchers refer to the distinction between intervention *efficacy* (an efficacious intervention can work) and *effectiveness* (how well the intervention does work when applied in typical settings by typical practitioners). In this language, some interventions to reduce or prevent problem behavior have been shown to have efficacy, but almost no interventions have been shown to be generally effective. If efficacious interventions are ineffective, it is likely that flawed implementation is a large part of the reason.

Hypothesized Factors Leading to Successful Program Implementation

The National Study of Delinquency Prevention in Schools (NSDPS) was designed to allow an examination of the following categories of factors as potential explanations of the successful implementation of prevention programs:

Organizational capacity. Organizational capacity means the capacity of the school to implement strong programs. This includes, but is not limited to, the school's capacity to implement delinquency programs or arrangements to promote a safe environment. Our conception of organizational capacity is general, and schools lacking organizational capacity are expected to have difficulty implementing sound instructional programs of all types, to have difficulty marshaling parental and staff support for innovations, and projecting a competent, effective image to the community. Elsewhere (G. Gottfredson & Gottfredson, 1987) we have referred to the limited *infrastructure* for program development in a school with limited organizational capacity. Limited organizational capacity is indicated by poor staff morale, a history of failed programs or other innovations in the past, and a sense of resignation about the possibilities for improving the school. Experience implies that when schools score low on the Morale scale of the Effective School Battery (G. Gottfredson, 1999), improvement programs are difficult to implement. Reviews of factors associated with implementing and sustaining innovations (Berman & McLaughlin, 1978; McLaughlin, 1990), evaluations of school-team approaches to reducing school crime (Social Action Research Center, 1979, 1980), and our own work (D. Gottfredson, Gottfredson, & Hybl, 1993; D. Gottfredson & Gottfredson, 1992; D. Gottfredson et al., 1998; G. Gottfredson, 1982; G. Gottfredson, Gottfredson, & Cook, 1983; G. Gottfredson & Gottfredson, 1987) on implementing and evaluating delinquency prevention programs and programs to manage student behavior all imply that organizational capacity is important for implementation.

Turnover in personnel or unpredictability in staff responsibilities is expected to undermine the orderly execution of many school functions, including the application of activities to promote a safe and orderly environment and other prevention activities. Turnover is related to expectations or intentions to quit a work environment and to organizational commitment (Mobley, Griffith, Hand, & Meglino, 1979; Porter & Steers, 1973; Porter, Steers, Mowday, &

Boulian, 1974), and so organizations with high levels of turnover may have more difficulty implementing high quality prevention activities not only because of the direct effects of instability in staffing but also because of the organizational climate concomitants of turnover.

Leadership and staff traits and past accomplishments. Leadership means orienting a group towards goals and objectives; providing incentives, feedback, and supervision to further those goals and objectives; arranging the support needed and removing obstacles; and planning the steps and arrangements necessary to move towards goals. Research on leadership implies that two (initiating structure and consideration; Fleishman, & Harris, 1962) or more (Clark & Clark, 1990; G. Gottfredson & Hybl, 1987; Yukl & Van Fleet, 1992) dimensions are useful in describing leadership behavior. Educational research implies that the leadership of a principal or of another responsible party in a school is important in improving educational programs (Hall, 1987; Hall, Hord, Huling, Rutherford, & Stiegelbauer, 1983; Hord, 1981). Workers' general ability has been found to be a robust predictor of quality of work performance across a wide range of occupations (Schmidt & Hunter, 1998; Schmidt, Ones & Hunter, 1992), measures of the ability or literacy of teachers are important predictors of test score gains (Ferguson, 1991; Ferguson & Lad, 1996) in studies in two states and in a recent meta-analysis (Grenwald, Hedges, & Laine, 1996) . Another personality trait, conscientiousness, has also been identified as a relatively robust noncognitive predictor of performance across a broad range of occupations (Sackett and Wanek, 1996). Conscientiousness is one of five broad personality dispositions helpful in summarizing information about personality (Digman, 1990; Goldberg, 1992). Workers high in conscientiousness are dutiful, organized, and dependable. Finally, G. Gottfredson (1994) has shown that an inventory of the past accomplishments of school principals distinguishes those who have been identified by their professional organizations as outstanding achievers. Accordingly, leadership behaviors, traits and past accomplishments of leaders or program implementers are expected to be related to quality of program implementation. We have not attempted to measure general ability in the NSDPS because we assumed that principals would regard this as intrusive and reduce response rates in our surveys. But we have measured leadership behaviors and conscientiousness.

Budget and resources. Adequate funding and other resources are presumably required for the successful implementation of any intervention. This includes budget support for such things as materials needed, payment of workers, transportation, or supplies. Presumably it is not *total* budget resources allocated to education or to a school that is required for the successful implementation of specific preventive interventions. Instead, what is required may be resources available for that specific intervention or the control over money or resources by those who operate the program or activity, so that it can be allocated in needed ways. The availability of needed resources should facilitate implementation and their lack thwart it.

Organizational support – training, supervision and support. Most of today's state of the art approaches to the prevention of problem behavior were not a part of the pre-service training of many of today's educators. Some approaches, such as the use of behavioral techniques, have been understood for many years. But even such established methods were not always included in the curriculum of teacher training institutions in previous decades. More recent methods, such as cognitive-behavioral training and an emphasis on normative expectations for behavior, are less likely to have been a part of the preparation of most of elementary and secondary educators now working. Accordingly, it is to be expected that training of school personnel will be necessary for the implementation of a variety of preventive interventions in schools. The quality of implementation will probably depend on the extensiveness and quality of training. Quality of training is assumed to include features such as the use of behavioral modeling (Goldstein & Sorcher, 1973; Sorcher & Goldstein, 1972) methods, opportunities to anticipate and resolve obstacles to application of the method, and follow-up training or coaching.

Supervision and support are facets of leadership behavior that are important components of organizational support. Supervision provides direction for worker behavior when workers require direction; and it provides coaching, scaffolding, and corrective feedback when that is required; and it can encourage striving for superior performance when it is linked with social or other rewards.

Program structure conductive to integrity to program models. We expect that the quality and strength of implementation of many interventions will depend on the availability of structures that promote full and faithful implementation. Such structures include manuals specifying the procedures to be used; written implementation standards specifying such things as how much, to whom, when, and with what duration interventions are to be applied; and quality control mechanisms such as procedures for observing, documenting, or comparing actual implementation with standards for implementation.

Integration into normal school operations, local initiation, and local planning. (a) Some activities or programs are easier to integrate into school activities than are others. Schools are characterized by certain pervasive regularities (Sarason, 1971). For example, almost all secondary schools hold classes and in most, students move from one time-designated subject-matter class to another. Large numbers of people tend to move from class to class at the same time, followed by periods of relative quiet with instruction or study occurring. Activities that fit into classroom and class periods are easier to integrate into school activities than activities that could disrupt the school schedule. (b) Most of the people inhabiting the school are "regulars" – that is they are there every day for most of the day. When individuals who are not "regulars" enter the school it usually upsets scheduled activities somewhat. For example, when an adult must substitute for an absent adult teacher, the class is more disorderly than usual and the orderly flow of instruction tends to be disrupted. All of these features of schools are remarkably similar from school to school, so much so that a school might seem highly unusual if even one of these features were altered. We expect that prevention interventions which are matched to the regularities of the typical school will tend to be implemented in stronger form than those which either go outside of the regularities of the school or disrupt it. For example, activities which disrupt class schedules by pulling students from classes or requiring people to leave the premises will be difficult to implement. Activities which involve "regular" inhabitants of the school will operate more dependably than those which rely on persons who are occasional inhabitants (visitors). (c) Some parts of school programs are mandated by state or local education agency regulations, and other activities or arrangements arise locally through the choices, initiative, or habitual ways of acting of school insiders. Programs, activities, or arrangements attempted through the intervention of school outsiders often generate resistance. Sometimes this is because they are not well matched with the regularities of the school to which a school's inhabitants are accustomed. Sometimes this is because the proposed innovation competes with priorities of those in a school. Sometimes it is because of a history of ill will or resentment. Whatever the reason, activities developed or selected by school insiders may be easier to implement in schools. (d) Quantitative synthesis of previous research (Lipsey, 1992) has suggested that interventions implemented by researchers are usually more effective than those implemented by others. Several interpretations of this observation are possible. One is that research personnel make use of more information, more valid information, or more effective techniques in devising interventions. A second interpretation is that research personnel attend more to problems of strength and integrity of program implementation.[1] We hypothesize, that the use of information in selecting or designing prevention activities is important, and that those schools making use of more or better information will implement sounder programs. Information may be provided by researchers or experts, technical assistance providers, media, or other sources.

Feasibility. People arrive at the school pretty much all at once at a designated common starting time in the morning and most formal activity ends in the afternoon when most persons leave the premises. Few people come and go during the school day except at its beginning and end. Activities that take place during the regular school day can be more easily implemented than those that take place outside this time interval. Other obstacles also sometimes impede feasibility. These may include the requirement for special resources or materials not generally available, transportation, and so on.

Level of disorder. Finally, everything is easier to accomplish in an orderly school. Certainly this is true of instruction. School disorder is expected to make the implementation of any intervention more difficult to implement, and this includes interventions to prevent or reduce disorder. School orderliness is an element of organizational capacity (listed first above), but we list it separately because of its special importance in the present context.

This list of factors linked to implementation level is derived from our efforts to understand the success and failure of implementation of programs directed at reducing delinquency in schools. It is distilled from the review of factors associated with implementing and sustaining innovations (Berman & McLaughlin, 1978; McLaughlin, 1990), evaluations of school-team approaches to reducing school crime (Social Action Research Center, 1979, 1980), research on the role of leadership in improving educational programs (Hall, 1987; Hall, Hord, Huling, Rutherford, & Stiegelbauer, 1983; Hord, 1981); the more general research on leadership (Clark & Clark, 1990; Yukl & Van Fleet, 1992); reviews of effective school reforms (Miles, 1980, 1986;

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[1] Another possibility is that researchers tend to select schools where implementation is easier to achieve as research sites.

Miles, Farrar, & Neufeld, 1983), a review of organization development efforts in schools (Fullan, Miles, & Taylor, 1980); and research on the implementation of instructional programs (Fullan & Pomfret, 1977) as well as from our own work (G. Gottfredson, 1982; G. Gottfredson, Gottfredson, & Cook, 1983; G. Gottfredson, 1987b; D. Gottfredson, Gottfredson, & Hybl, 1993; D. Gottfredson & Gottfredson, 1992) on implementing and evaluating delinquency prevention programs and programs to manage student behavior.

Goals and Objectives of the Project

Putting effective prevention programs in place requires that the field confront the problem of quality of implementation and build effective strategies to enhance it. The first aim in the present research, therefore, has been to describe the range of prevention program types being implemented in school-based programs and to test the validity of factors hypothesized above as affecting implementation. The present study addresses these issues. It also seeks to devise workable measures of quality of prevention activity implementation that can be put into operation through surveys of program implementers, to provide a description of what is being done and how well, and to provide a first thorough account of the nature and extent of what schools now do to prevent problem behavior and to promote safe and orderly environments.

Classification and description of existing programs. The first product of the present effort is a classification of school-based prevention activities in terms of rationale (objectives) and program model. A taxonomy was needed to allow for estimates of the incidence of each type and combination of types. This report provides these estimates.

Empirical validation (tests) of predictive factors. A second product is a set of empirical predictors of success in implementing prevention programs. These research-based indicators, which are based in observable features of program design, location, arrangements, staffing, and so forth should be useful in (a) selecting promising activities or programs, (b) allocating the appropriate level and type of assistance necessary to foster high quality implementation, and (c) understanding why certain programs do not produce the expected results. They should find additional applications as program assessment tools.

Program assessment tools. In the course of this research we have constructed instruments to assess the level and content of prevention activity as well as brief survey-based assessments of school organizations, individuals, program materials, training, structures and arrangements. A number of these indicators have been shown to be predictors of quality or extensiveness of program implementation and should have use as tools to diagnose program problems and pinpoint areas where assistance or development is needed if a program is to be successfully implemented.

Plan of the Research

The design for the research called for the collection of five main kinds of information by executing an equal number of steps.

1. Examples of prevention and intervention models being used in schools were collected, examined and classified to develop a comprehensive taxonomy of activities. To locate activity types, we scrutinized lists of activities recommended by government agencies, technical assistance providers, professional organizations, promotional literature, regional educational laboratories, and the scientific literature. The resulting taxonomy guided the development of other data collection instruments. This first step was completed at the end of 1996.

2. Principals in a national probability sample of schools were surveyed to identify activities their schools had in place to prevent or reduce delinquency, drug use, or other problem behavior or to promote a safe and orderly school environment. They indicated if their school had activities of various types, named the activities, and provided the names of individuals who could provide details about each activity named. The resulting lists of school prevention and intervention programs were used to sample prevention activities in a subsequent step. Principals also described features of their schools and reported on past experiences with the implementation of programs and on school staffing. These surveys were conducted in the spring, summer, and early fall of 1997.

3. Individuals knowledgeable about school prevention activities (called "activity coordinators") were surveyed to obtain detailed descriptions of specific prevention activities and to describe certain features of their school. To conduct these surveys, we developed a set of fourteen activity coördinator questionnaires corresponding to fourteen categories in our taxonomy of prevention models. To the extent possible, the questionnaires for all categories were parallel. Thus, although the specific content of questionnaires for different areas was appropriate for activities of each type, the nature of information sought was parallel. Wherever possible each questionnaire sought information about the extent to which best practices were used, about the extensiveness of student exposure, about training, and so forth. Activity coordinators also reported about themselves and about school support and supervision for prevention activities. These surveys were conducted in the spring of 1998.

4. Teachers and students in participating schools were surveyed to obtain their reports of their own participation in prevention activities, about prevention activities in the school, and to obtain reports about victimization, safety, delinquent behavior, school orderliness, and other aspects of school climate. These surveys were conducted in the spring of 1998. Generally, all teachers in participating schools were sampled, and a sufficient number of students were sampled to produce an estimated 50 respondents per school.

5. Principals were surveyed for a second time in the spring of 1998. They reported about school wide disciplinary policies and practices, crimes occurring in the school, certain school-wide arrangements such as scheduling, architectural features of the school, and other characteristics of the school about which the principal was the most appropriate informant. Principals also reported about their own practices, biographical history, and personality style.

Table 1.1 summarizes the surveys conducted and the type of information collected in each. The table also shows that certain archival information is also available – drawn from the Common Core of Data maintained by the U.S. Department of Education or provided by the mailing list vendor.

The sample was designed to describe schools in the United States and to describe schools by level and location. Accordingly a sample of public, private, and Catholic schools, stratified by location (urban, suburban, and rural) and level (elementary, middle, and high) was drawn. A probability sample of 1287 schools (143 for each cell in the sample design) was selected with the expectation that if a response rate of 70% could be achieved there would be 300 schools responding at each level and 300 schools responding from each location (about 100 per cell or 900 schools overall).

Conducting Surveys and Participation Rates

Phase 1 Principal Survey. In conducting the phase 1 principal survey (PQ1), we determined that of the 1287 entities sampled, 7 were found to be closed and one not to be a school – leaving 1279 schools in the sample. In addition, the location or level classifications were found to be incorrect for some schools, so the number of actually sampled schools is sometimes greater and sometimes less than 143 per cell.[2] Overall, useful responses were received from 848 schools in PQ1, 66.3% of those from which responses were sought. Table 1.2 shows that the participation rates ranged from a low of 59.0% among urban high schools to a high of 74.6% among rural elementary schools.

The effort that was required to obtain completed questionnaires from schools far exceeded our expectations. One indication of the difficulty involved are the counts of telephone contacts with schools that were required to obtain cooperation. In all, we *completed* 8,783 telephone calls to schools to request PQ1 data. The number of calls per school ranged from 0 (some schools returned questionnaires without having to be called) to 36. The average number of telephone calls made to schools that had to be called at least once was 7.9 completed calls. In addition, survey materials were resent once by Federal Express to 964 schools that had not responded.

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[2] The location codes obtained from the mailing list vendor (the original source of which was the Common Core of Data developed by the U.S. Department of Education) were often in error. It appears that many schools were misclassified as to location in the CCD. Efforts were made to identify and reclassify misclassified schools.

Table 1.1

Measures Employed in the National Study of Delinquency Prevention in Schools

	Source of Information					
		Principal				
What is measured	Archives	PQ1	PQ2	Teachers	Students	Activity coordinators
Grade levels	✓	✓			✓	
Demographic characteristics	✓	✓		✓	✓	
School safety				✓	✓	
Victimization				✓	✓	
Drug use, violence, other delinquent behavior, crime			✓		✓	
School climate — morale, discipline related, organizational capacity		✓	✓	✓	✓	✓
Level of implementation of or exposure to prevention activities			✓	✓	✓	✓
Correlates of problem behavior					✓	
Leadership style of principal			✓	✓		
Personality			✓			✓
Biographical information			✓			✓
Organizational origins of activities			✓			✓
Funding sources			✓			✓
Nature & extent of training			✓	✓		✓
Program/activity features			✓			✓
Staff stability vs. turnover		✓				✓
Relation of implementers to developers			✓			✓

Note. PQ1 = Principal Questionnaire for Program Identification; PQ2 = phase 2 Principal Questionnaire. Certain additional information collected by Westat for a small number of schools that were site-visited and in a survey of local education agency personnel is not covered by the present report.

Table 1.2

Principal Phase 1 Questionnaire Response Percentages by Level and Location

	School Level			
Location	Elementary	Middle or junior high	High, vocational, combined	Total
Rural/non-urban				
N responding	106	95	106	307
% responding	74.6	69.3	73.1	72.4
N sampled	142	137	145	424
Suburban				
N responding	92	105	85	282
% responding	64.8	70.0	62.0	65.7
N sampled	142	150	137	429
Urban				
N responding	92	88	79	259
% responding	62.2	61.1	59.0	60.8
N sampled	148	144	134	426
Total				
N responding	290	288	270	848
% responding	67.1	66.8	64.9	66.3
N sampled	432	431	416	1279

Note. The initial sample contained 1287 entities – 143 per cell in a frame with three categories of location and three categories of school level. Of the 1287 entities, seven were found to be closed and one not to be a school – leaving 1279 schools in the sample. In addition, the location or level classifications were found to be incorrect for some schools, so the number of actually sampled schools is sometimes greater and sometimes less than 143.

Many schools still indicated to our callers that they had not received or had misplaced the questionnaires, and our response was to mail another set of replacements. This was done for 531 schools (42% of the sample). Replacements for "lost" questionnaires were resent twice to 118 schools (9%) and three times to 21 schools (2%). When we could obtain school telefax numbers, we sent faxes to nonresponding schools. One telefaxed request was sent to 225 schools and two telefaxed requests were sent to 13 schools. Information about effort required to obtain data in phase 1 is summarized in Table 1.3.

Cooperation from schools was more difficult to obtain than we anticipated. We noted a reluctance to cooperate with surveys on the part of many principals, who often see themselves as overburdened with surveys and are cynical about their value. Some districts have erected barriers to research. Evidently a growing number of district data collection requirements, educational dissertation research projects, and requirements that programs be evaluated has lead to greater resistance to research in recent years — although few of these evaluations or dissertations contribute to the literature. We speculate that the large number of evaluations – often required by funding agencies – that contribute little or nothing to knowledge because they are not even published, actually become an obstacle to the development of knowledge because they make serious research more difficult to conduct.

Collaboration by Westat in Phase 2 Data Collection. In view of the difficulty in obtaining data from schools, we sought ways to bring greater resources to the research. NIJ personnel assisted us in working with the Department of Education to bring about a merger of our ongoing study and resources intended to address similar problems in the form of a contract ED had with Westat, Inc., to gather information about school violence and programs sponsored by the Safe and Drug Free Schools and Communities Act. We proposed that Westat assist in collecting student and teacher surveys in a sample of about 600 secondary schools, and that the data collected by GAInc and Westat be shared. A memorandum of understanding was agreed upon by ED and NIJ to formalize the cooperative enterprise.

One implication of the involvement of Westat (under contract from ED) was that the teacher and student survey instruments had to go through an approval process at the ED and then the OMB approval process. That process was completed just in time to collect data in the spring of the 1997-98 school year. A second implication was that a somewhat revised approach to recruiting secondary schools to participate in the second phase of surveys was taken. In keeping with traditional ED and Westat approaches, first State Departments of Education and then local education agencies were approached to seek their concurrence with the surveys to be conducted in the second phase (another principal questionnaire, program implementer questionnaires, student questionnaires, teacher questionnaires, and – to answer questions important to ED – local education agency questionnaires). This change in strategy was not adopted for phase two surveys of elementary schools, except for those elementary schools in school districts in which Westat would be seeking the participation of secondary schools.

Table 1.3
Steps Taken to Obtain Responses in Phase 1 Principal Survey

Initially Planned	Implemented
	Heads up mailing to 1287 principals indicating that questionnaire will be coming
Initial mailing of 900 questionnaires	Initial mailing of 1287 questionnaires
	1213 reminder post-cards
Telephone contact with school to seek return	1112 schools required calls because they did not return materials without one; 8,783 completed phone calls; 7.9 telephone contacts per school that initially failed to respond (range 1-36)
	38 requests for district approval for principal to answer questions filed
	964 second survey deliveries by Fed Express with questionnaires, personal note, letters from National Association of Elementary School Principals and National Association of Secondary School Principals
Replacement mailings of survey materials	670 ADDITIONAL replacement delivery to principals who lost or discarded materials (531 once, 118 twice, 21 three times)
	6 principals interviewed
	±751 mailings with letter from NIJ director
	238 telefax requests for completion

Westat personnel identified "on-site coordinators" in secondary schools and GAInc personnel identified "on-site coordinators" in elementary schools. These individuals assisted in the collection of the surveys conducted in the second phase.

Because a primary purpose of the research is to learn about the implementation of prevention activities, participation in phase 2 logically depends on participation in phase 1. Nevertheless, because excluding those schools that did not participate in phase 1 from the collection of data about school safety, victimization, and other characteristics of principals, teachers, students, and schools would necessarily limit the representativeness of those data, we decided to make an effort to include in the phase 2 data collection effort every school that had not affirmatively refused in phase 1. A short form prevention activity screener was used to identify over the telephone or by telefax prevention activities for schools that had failed to provide this information in phase 1. Teacher and student questionnaires were sought only in secondary schools. Principal and prevention activity questionnaires were sought in all schools in the sample (unless they had affirmatively refused to participate in phase 1).

As expected given the extensive effort to secure participation in phase 1, we were not highly successful in obtaining cooperation from schools that had failed to participate in that first phase. Accordingly, final response rates may be viewed essentially as the product of phase 1 and phase 2 response rates. For example, if we obtained a 70% response rate in phase 1 and a 70% response rate in phase 2 we would expect to obtain a 49% response rate (.7 x .7 = .49). For some categories of schools we exceeded this expectation, and for some categories we did not.

Phase 2 Principal Survey. In conducting the phase 2 surveys, an additional school was found to have been closed, leaving 1278 schools in the sample. Table 1.4 shows the phase 2 response rates and number of respondents to the phase 2 principal questionnaire. Again, obtaining cooperation was most difficult in urban schools, where completed phase 2 principal questionnaires were obtained for 45.5% of the sample. Rural schools were more cooperative, and we obtained completed phase 2 principal questionnaires from 57.1% of rural schools. Participation ranged from a low of 39.6% for urban high schools to 58.4% for rural middle grades schools.

Student Survey. We sought the completion of student questionnaires in all secondary schools. Westat personnel obtained rosters of students, and students were systematically sampled (separately by sex or grade level where it was possible to obtain that information) using a sampling fraction that was expected to yield 60 student respondents per school. Usable questionnaires were completed by 16,014 students. Table 1.5 shows information about participation rates for schools in the student survey. Schools with poor levels of student participation are treated as nonparticipants in Table 1.5. Overall, 36.4% of the secondary schools from whom participation was sought in student surveys participated at a useful level. As before, the table shows that participation was better in rural schools than in urban schools, and it was better in middle/junior high schools than in high/vocational/combined schools. Participation ranged from a low of 22.8% of urban high schools to 50.4% of rural middle/junior high schools.

Teacher Survey. We sought the completion of teacher questionnaires in all secondary schools, and usable questionnaires were completed by 13,103 teachers. Table 1.6 details the participation rates. Again, the table shows that rural schools were much more cooperative than suburban or urban schools. Participation ranged from a low of 39.0% of urban high schools to 59.1% of rural middle/junior high schools.

Although principals of Catholic schools participated in the phase 1 and phase 2 principal surveys at rates comparable to public school principals, few Catholic and private schools cooperated with efforts to include students and teachers in surveys, as Table 1.7 shows. Only 9 of the 31 Catholic secondary schools in the sample participated in student surveys, and only 17 of 105 private schools participated. The low rates of participation by Catholic and private schools,

Table 1.4

Principal Phase 2 Questionnaire Response Percentages by Level and Location

	School level			
Location	Elementary	Middle or junior high	High, vocational, combined	Total
Rural/non-urban				
N responding	81	80	81	242
% responding	57.0	58.4	55.9	57.1
N sampled	142	137	145	424
Suburban				
N responding	67	72	60	199
% responding	47.5	48.0	43.8	46.5
N sampled	141	150	137	428
Urban				
N responding	71	70	53	194
% responding	48.0	48.6	39.6	45.5
N sampled	148	144	134	426
Total				
N responding	219	222	194	635
% responding	50.8	51.5	46.6	49.7
N sampled	431	431	416	1278

Note. The initial sample contained 1287 entities – 143 per cell in a frame with three categories of location and three categories of school level. Of the 1287 entities, eight were found to be closed and one not to be a school – leaving 1278 schools in the sample. In addition, the location or level classifications were found to be incorrect for some schools, so the number of actually sampled schools is sometimes greater and sometimes less than 143.

Table 1.5

Phase 2 Student Questionnaire School Participation Percentages by Level and Location

	School level		
Metropolitan status	Middle or junior high	High, vocational, combined	Total
Rural/non-metro			
N participating	69	56	125
% participating	50.4	38.6	44.3
N sampled	137	145	282
Suburban			
N participating	57	41	98
% participating	38.0	29.9	34.1
N sampled	150	137	288
Urban			
N participating	56	31	87
% participating	38.9	23.1	31.3
N sampled	144	134	278
Total			
N participating	182	128	310
% participating	42.2	30.8	36.6
N sampled	431	416	847

Note. Classification of schools by level and location reflects school status known to research team at time of phase 2 survey. Participation is defined as completion of a usable number of student questionnaires. (See Appendix B.)

combined with the relatively small number of such schools in the representative sample, implies that it will seldom be appropriate to examine separate estimates for these schools.

Activity Coordinator Survey. Activity questionnaires were used to obtain detailed descriptions of the nature, level, and quality of implementation of specific prevention activities. These activity questionnaires also sought additional information about the school. From the total sample of prevention activities identified in phase 1, we sampled one activity in each of 14 categories per school. In addition, we sampled all D.A.R.E. and peer mediation programs because of special interest in these particularly popular prevention programs. This sampling could result in up to 16 activities sampled per school. Sometimes, the principal had named the same individual as knowledgeable about two or more of the activities that turned up in our sample. When this occurred, we made an effort to determine in a telephone inquiry of the school's principal whether each activity still existed in the school and to get the principal to identify different individuals capable of describing each of the sampled activities. If we were

Table 1.6

Phase 2 Teacher Questionnaire School Participation Percentages by Level and Location

	School level		
Metropolitan status	Middle or junior high	High, vocational, combined	Total
Rural/non-urban			
N responding	81	75	156
% responding	59.1	51.7	55.3
N sampled	137	145	282
Suburban			
N responding	70	54	124
% responding	46.7	39.4	43.2
N sampled	150	137	287
Urban			
N responding	70	53	123
% responding	48.6	39.6	42.4
N sampled	144	134	278
Total			
N responding	221	182	403
% responding	51.3	43.8	47.6
N sampled	431	416	847

Note. Classification of schools by level and location reflects school status known to research team at time of phase 2 survey. Participation is defined as completion of a usable number of teacher questionnaires.

Table 1.7

Survey Participation Rates by School Auspices

	Auspices		
Survey	Public (*N* = 1041)	Catholic (*N* = 88)	Private (*N* = 149)
Principal Phase 1			
n responding	696	63	89
% responding	66.9	71.6	59.7
Principal Phase 2			
n responding	537	47	51
% responding	51.6	53.4	34.2
Student			
n secondary schools	711	31	105
n responding	284	9	17
% responding	39.9	29.0	16.2
Teacher			
n secondary schools	711	31	105
n responding	359	15	29
% responding	50.5	48.4	27.6

Table 1.8
Program Coordinator Survey Response Rate

	N	% of all	% of requested
Initially sampled activities	8043	100.0	—
Determined to exist[a]	5067	63.0	—
Determined not to exist, de-selected[a]	796	9.9	—
Existence undetermined[a]	2180	27.1	—
Activities remaining in sample at survey time	7247	90.1	—
De-selected[b]	127	1.6	—
Sent incorrect booklet[c]	16	0.2	—
Potential responses	7104	88.3	100.0
Responded	3691	45.9	51.9
Refused	668	8.3	9.4
Other non response	2745	34.1	38.6

[a] At time of phase 2 pre-survey telephone inquiry

[b] De-selected to avoid overburdening individual respondents. Each individual was limited to describing two activities.

[c] Program Coordinator Questionnaire for the wrong activity type sent through researcher error.

unsuccessful in this attempt to "unburden" respondents by obtaining substitute respondents, we re-sampled so that a person was not asked to describe more than two activities. A summary of the result of effort to obtain completed Activity Coordinator questionnaires is presented in Table 1.8. Of 8,043 initially sampled activities, we sent booklets for 7,104 activities to identified individuals. Of these, 3,691 were completed (45.9% of all sampled activities and 51.9% of the activities for which completion was requested).

Level of Effort Required to Collect Phase 2 Data. Here we provide information about the level of effort required to collect phase 2 data by summarizing the amount of contact with schools required to obtain the principal and activity questionnaires from elementary schools.

Of the 432 elementary schools in the *initial* sample, 102 had affirmatively refused to participate. We made no further contact with these schools. Of the 330 remaining schools, 20 never refused and also never provided any information or otherwise participated and we did not initiate phase 2 activity. This left 310 elementary schools at which we directed effort to collect phase 2 data. These 310 schools were contacted by telephone or telefax a total of 2,993 times. These telephone contacts were frustrating because the most common outcome, occurring for 69% of the calls, was the requirement that we call back again at another time. The mean number of calls per school in phase 2 was 9.7. The range in the number of contacts per school was 1 (refusing schools) to 25 (difficult cases). A quarter of the schools required more than 13 phase 2 contacts.

To reduce the problem that we had observed for phase 1 of schools indicating that they had not received or had misplaced survey materials, we did not use the U.S. postal service for delivery or return of survey materials. Instead, we used a service provided by United Parcel Service that allowed us to track the status of each item and tell school personnel the name of the adult who had signed when the item was received. Although this service was expensive, it very much reduced the problem of misplaced survey materials. Use of this procedure required a minimum of two additional contacts with UPS for each school (out and return) plus more contacts whenever there was a delay in delivery or return, or when a school claimed that a package was not received.

Information has not been tabulated for the secondary schools for which Westat handled the data collection. That effort was funded at a higher level, involved a larger staff, and made use of Federal Express rather than UPS delivery. It was complicated by the requirement of obtaining concurrence of the districts in which schools were located, and was made more difficult by the additional burden of teacher and student surveys (see Crosse, Burr, Cantor, & Hantman, 2000).

Reasons for Nonparticipation. Additional exploration of patterns of nonparticipation was made by examining information about the location of schools in the sample from the 1990 census of population using school zip code to geocode the schools. Details of the correlations of zip code level community characteristics with survey participation are provided in Appendix Table B1.1. Urbanicity was the most robust correlate of participation. We also tried to understand refusal by tabulating the reasons given by those who affirmatively refused to participate in the phase 1 principal survey. In some cases, a policy of not participating in surveys was cited. Most often, however, principals indicated they were too busy or the burden imposed was too great. Details are shown in Appendix Table B1.2. Additional insight into school and district nonparticipation is provided by Crosse et al. (2000).

Organization of the Remainder of the Report

Chapter 2 describes the nature and extent of problem behavior in schools. It organizes reports by principals, teachers, and students, about crime and problem behavior. It also presents information about student and teacher perceptions about the safety of their schools. Comparisons with some other sources of information about problem behavior in schools are made.

Chapter 3 describes activities in schools to prevent or reduce problem behavior or to promote a safe and orderly environment. It begins by describing the development of a comprehensive classification of prevention activities, programs, and arrangements in schools. Then empirical evidence on the extent of deployment of these activities is summarized. It describes school wide policies and arrangements, school rules and discipline practices, and the nature and extent of discretionary activities to prevent problem behavior or promote safety in schools.

Information about program intensity and the extent to which school activities employ "best practices" is summarized in Chapter 4. This chapter explains the importance of program intensity and fidelity to good practices. It describes the measures of intensity and fidelity to good practices employed in the present research, provides a structure for assessing the adequacy of school prevention activity, and describes the variability observed in program quality.

Chapters 5 and 6 summarize evidence about the correlates of program quality – testing some hypotheses about the conditions and arrangements that make quality program implementation possible.

Finally, Chapter 7 offers recommendations based on information developed in this inquiry, and it offers speculations about potentially useful practices.

Appendices contain details about measurement and methods that are not necessarily described in the body of the report. For example, information about the content of scales used to measure constructs involved in the research and about their measurement properties is provided in appendices.

The Nature of Problem Behavior in Schools

In this chapter we describe the amount of problem behavior that occurs in schools, what form it takes, and how it is distributed. We first describe the amount of crime according to principal reports. Second, the nature, amount, and distribution of classroom disorder and personal victimization according to teacher reports is described. Third, student reports are examined for an account of student delinquent behavior, drug use, and personal victimization. Then the reports of both teachers and students of their perceptions of school safety are described. Finally, the information developed in the National Study of Delinquency Prevention in Schools (NSDPS) is compared with information developed in different ways, and we call attention to the variability in school safety that produces relatively higher levels of delinquency and disorder in some schools serving urban middle school aged youths.

How Much Problem Behavior Occurs?

In nationally representative surveys, the NSDPS estimated the amount of problem behavior that occurs in schools by asking principals, teachers, and students to report on problem behavior, victimization, and school disorder.

Principal Reports

One way of estimating the amount of delinquent behavior occurring in schools is to ask principals about it. In the NSDPS survey of principals in the spring of 1998 we asked respondents to tell us how many crimes of various types had been reported to law enforcement representatives during the 1997-98 school year. The percentages of schools reporting at least one incident for each of five crime categories are displayed in Table 2.1. Nationwide, 6.7% of schools or an estimated 6,451 schools reported at least one incident of physical attack or fight with weapon to law enforcement personnel during the year. Some schools reported more than one such incident, so an estimated 20,285 fights or attacks with a weapon were reported to authorities according to our survey.[1]

A small percentage (2.2%) of elementary schools reported fights or attacks involving a weapon, for an estimated 2,801 such incidents in elementary schools. Fights or attacks with weapons are most common in middle schools – 21.0% of middle/junior high schools reported

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[1] Table 2.1 provides a summary of the more detailed information tabulated in Appendix H. The appendix tables provide estimated numbers of incidents and numbers of schools with incidents. Unless otherwise noted, tables in the main body of this report are adjusted for non-response and weighted to represent all schools, teachers, principals, or students in the nation. Standard errors or confidence intervals presented are calculated using a re-sampling method (the jackknife) to account for the complex sample design employed.

Table 2.1

Percentage of Schools In Which One or More Incidents of Crime Was Reported to Law Enforcement – 1997-98 School Year

Group	Physical attack or fight with a weapon		Robbery		Physical attack or fight without a weapon		Theft or larceny		Vandalism	
	%	*SE*	%	*SE*	%	*SE*	%	*SE*	%	*SE*
All schools	6.7	.9	5.9	.9	44.2	2.4	44.4	2.4	49.2	2.4
Level										
Elementary	2.2	1.0	2.8	1.0	34.2	3.3	34.7	3.3	39.3	3.4
Middle/Junior	21.0	2.8	16.7	2.4	71.8	3.4	67.0	3.5	67.8	3.5
High	10.6	2.2	8.5	2.1	55.5	4.1	57.7	4.1	65.1	4.0
Location										
Rural	4.7	1.2	3.1	1.0	40.1	3.6	44.1	3.7	46.8	3.7
Suburban	7.4	1.6	9.8	2.5	44.8	4.4	42.6	4.2	53.3	4.4
Urban	9.4	2.1	7.4	1.6	50.9	4.7	46.7	4.6	49.6	4.7
Auspices										
Public	8.5	1.2	7.3	1.1	50.3	2.7	50.0	2.6	56.1	2.6
Private or Catholic	.0	–[a]	1.0	.7	20.6	4.8	23.9	4.9	24.1	4.9

[a] No incident of physical attack or fight with a weapon was observed in the small (*n* = 94) number of private or Catholic schools in the sample.

these incidents, for an estimated 7,576 incidents. The percentage of high schools[2] reporting a physical attack or fight involving a weapon (10.6%) is lower than the percentage for middle schools, but there were more such incidents per school reporting at least one incident so that the estimated number of fights or attacks with a weapon reported is 9,909. The percentages of schools reporting a fight or attack with a weapon do not differ significantly by location.

Robbery shows a similar pattern, with 5.9% of all schools reporting at least one robbery. A much higher percentage of middle schools reported at least one robbery than did elementary schools. A higher percentage of high schools than elementary schools reported at least one robbery (the percentages of middle and high schools reporting at least one robbery are not significantly different). A smaller percentage of rural schools than other schools reported robberies.

Physical attacks without a weapon, theft or larceny, and vandalism are much more common in schools than are the more serious incidents. Forty-four percent to 49% of all schools reported crimes of these types to the authorities. The percentages were again highest for middle schools, although the percentages of middle and high schools reporting at least one incident of vandalism to the police were about the same. Because 72% of middle schools reported at least one attack or fight without a weapon, it is fair to say that some fighting is typical of middle schools.

The percentages of nonpublic (Catholic or other private) schools in which at least one incident was reported to law enforcement personnel are lower than the percentages of public schools for each of the five crimes examined. Private and Catholic schools tend to be smaller than public schools.[3] The percentages reported in Table 2.1 do not standardize rates for population size.

An alternative way to describe the distribution of school crime in schools at different levels and locations is to form a composite measure that combines reports about all of the crimes about which we inquired. Table 2.2 shows such results for a scale composed of principal reports of the

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[2] High schools include all schools serving the highest grade levels. Some of these are comprehensive schools serving students in grades K-12. Others are vocational schools. More details of the sample descriptions are provided in Appendix A.

[3] Based on principal reports in PQ1 enrollments are as follows: Public *M* = 572, *Mdn* = 500, range = 6 - 4482; Private *M* = 186, *Mdn* = 115, range = 4 - 1780; Catholic *M* = 383, *Mdn* = 297, range = 100 - 1310.

Table 2.2

Means and Standard Deviations for School Crime and Gang Problem Scales from the Phase 2 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
School crime[a]									
Rural	M	**47.6**	46.3-48.8	**52.8**	50.6-55.1	**50.9**	48.8-53.1	**49.2**	48.2-50.2
	SD	5.5		10.0		8.9		7.6	
	n	79		75		75		229	
Suburban	M	**49.4**	46.0-52.7	**56.6**	53.8-59.4	**50.9**	47.9-54.0	**50.7**	48.4-53.0
	SD	13.3		11.0		11.1		12.8	
	n	65		63		47		175	
Urban	M	**47.5**	46.4-48.6	**62.4**	57.2-67.5	**55.4**	51.9-58.8	**50.7**	49.3-52.0
	SD	4.5		20.2		11.7		10.7	
	n	64		61		45		170	
Total	M	**48.0**	46.9-49.1	**56.3**	54.4-58.2	**51.8**	50.2-53.4	**50.0**	49.2-50.8
	SD	8.2		14.1		10.1		10.0	
	N	208		199		167		574	
School crime, trimmed scores[a]									
Rural	M	**47.6**	46.3-48.8	**52.4**	50.5-54.4	**50.7**	48.8-52.6	**49.1**	48.2-50.1
	SD	5.5		8.4		8.0		7.0	
	n	79		75		75		229	
Suburban	M	**48.4**	46.6-50.2	**56.4**	53.7-59.1	**50.4**	47.9-52.9	**49.9**	48.6-51.3
	SD	7.0		10.4		9.1		8.5	
	n	65		63		47		175	
Urban	M	**47.5**	46.4-48.6	**59.0**	55.9-62.0	**55.1**	51.8-58.3	**50.2**	49.0-51.4
	SD	4.5		11.9		10.9		8.4	
	n	64		61		45		170	
Total	M	**47.8**	47.0-48.5	**55.2**	53.8-56.6	**51.5**	50.1-52.9	**49.6**	49.0-50.3
	SD	5.7		10.3		9.0		7.8	
	N	208		199		167		574	

continued . . .

Table 2.2 *(continued)*

Means and Standard Deviations for School Crime and Gang Problem Scales from the Phase 2 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Gang problems in school and community[b]									
Rural	M	**46.4**	44.8-47.9	**47.9**	45.7-50.2	**47.1**	45.0-49.1	**46.8**	45.6-47.9
	SD	7.2		10.0		9.3		8.3	
	n	79		80		80		239	
Suburban	M	**49.8**	47.5-52.2	**50.0**	47.4-52.6	**51.3**	48.5-54.0	**50.2**	48.5-51.8
	SD	9.7		10.2		10.3		9.9	
	n	68		71		58		197	
Urban	M	**54.8**	52.3-57.3	**55.4**	52.5-58.2	**57.0**	53.6-60.3	**55.2**	53.4-57.1
	SD	9.6		11.8		12.0		10.4	
	n	68		69		51		188	
Total	M	**49.9**	48.6-51.2	**50.4**	49.0-51.9	**50.0**	48.4-51.5	**50.0**	49.1-50.9
	SD	9.4		11.0		10.8		10.0	
	N	215		220		189		624	

Notes. 95% CI = 95% confidence interval for the M. For trimmed scores, no score is allowed outside the range 50 ± 30.

[a] Mean score for each level differs from every other level, $p < .01$.

[b] Mean score for each location differs from every other location, $p < .01$.

number of incidents reported of each type.[4] The scales are displayed in a T-score metric, where the mean is 50 for the nation's schools and the standard deviation is 10. When displayed in this way, it is apparent that the mean crime score for urban middle/junior high schools is over a standard deviation above the mean for all schools (T-score = 62.4). Furthermore, the table shows that the standard deviation of T-scores for urban middle schools is very large (20.2) compared to the standard deviation for all schools. This implies that some urban middle schools report a great deal of crime to the police and that there is great variability in the scores for urban middle schools. The relatively high crime scores for urban middle/junior high schools is not due only to a few extremely high scoring schools. The second panel in Table 2.2 shows that when T-scores are trimmed so that no score is allowed to be above 80, the mean for urban middle/junior high schools is still almost a standard deviation above the mean for all schools.

Principals were asked about gang problems in the school and community, and T-scores for a scale composed of their responses to two questions about gangs is shown in the bottom panel of Table 2.2. Urban principals report more gang problems than do suburban or rural schools, and suburban schools report more problems than do rural schools (note that the confidence intervals do not overlap).

We are circumspect about placing too much credence in the principal reports of school crime for four reasons. First, principals naturally want to present their schools in a good light and it is only to be expected that many principals will be reluctant to notify the police when a crime – particularly one that they may regard as minor – occurs in their school because of the negative image of the school that this may promote. According to the National Crime Victimization Survey (Whitaker & Bastian, 1991), only 9% of violent crimes against teenagers occurring in school were reported to the police compared with 37% of such crimes occurring on the streets. This same reluctance may influence their reports in a survey. Second, in our experience working in schools over the past decades, we have observed that some schools report only a small fraction of incidents involving fights or attacks, alarm pulls, thefts, and vandalism to the police. We are confident, therefore, that in a non-trivial proportion of schools, many or most categories of crime are under-reported. Third, the principal reports show only modest convergence with other measures of school disorder in the present research (see Appendix Table G-1) and in prior research (G. Gottfredson & Gottfredson, 1985). Fourth, principal reports are the reports of a single individual so that individual differences in reporting tendency are confounded with the measurement of crime and error is expected to be greater than if there were several persons reporting about the school. Accordingly, the reports of teachers, reported next, and of students are of interest.

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[4] The number of crimes of each type is log transformed and standardized (with respect to item variances) before being combined to form a scale. Results for untrimmed scores are shown in the top panel of Table 2.2, and results for scores that are trimmed to ± 3 standard deviations from the mean are shown in the second panel of the table. Scores are *not* standardized with respect to enrollment size. Elementary schools tend to enroll fewer students than secondary schools; and enrollments tend to be higher in urban and suburban schools than in rural schools.

Teacher Reports

In secondary schools, teachers were asked to report about their own experiences of victimization in the school, about their views on the safety of the school, and about classroom disorder.

The percentages of teachers reporting each of several kinds of victimization in school are shown in Table 2.3. Many teachers – 42% overall – report having received obscene remarks and gestures from a student; 28% experienced damage to personal property worth less than $10; 24% had property worth less than $10 stolen; 21% were threatened by a student; 14% experienced damage to personal property worth more than $10; 13% had property worth more than $10 stolen; 3% were physically attacked. Less than 1% of teachers reported having been physically attacked and having to see a doctor or having had a weapon pulled on them.

Victimization rates are higher in middle schools than in high schools for obscene remarks and gestures, minor property damage, minor theft, threats, minor physical attacks, and physical attacks requiring physician attention. For all secondary schools, the urban victimization rates are higher than the rural rates for threats, serious attack, minor theft, minor attack, major theft, obscene remarks,and major property damage. The urban rates are higher than the suburban rates for serious attack, minor theft, major theft, minor property damage, minor attack, major property damage, threats and obscene remarks. Estimates of the numbers of teacher victimized are found in Appendix Tables H2.6 through H2.10. Because so many teachers work in the nation's schools, even small percentages translate into a large number of teachers victimized. For example, although we estimate that 7.9 per 1000 teachers was attacked and had to visit a doctor, the number of teachers estimated to have been so victimized is about 12,100 in the 1997-98 school year.

Secondary school teachers were also asked to report about classroom disorder and the conduct of students in their schools. Table 2.4 shows that 27% of teachers report that student behavior keeps them from teaching a fair amount or a great deal. Misconduct that interferes with teaching is more common in middle schools than in high schools, and it is more common in urban schools than in suburban or rural schools. Reports of other forms of student misconduct are shown in Appendix Table H2.11.

Student Reports

In participating secondary schools, students were asked to report about their own participation in a variety of kinds of delinquent behavior and drug use. Interpersonal violence is common in middle schools. Table 2.5 shows that 32% of high school students and 41% of middle school students reported having hit or threatened to hit other students in the past year. Damaging or destroying school property is also relatively common, with about 16% of students reporting having engaged in this behavior. Whereas middle school students reported interpersonal violence more often than high school students, this pattern was reversed for going to school when drunk or high on drugs: 9% of middle school students and 17% of high school

Table 2.3

Percentage of Teachers Reporting Personal Victimization This Year in School, by School Level and Location

Type of victimization and location	Middle/Junior[b]			High[c]			Total[d]		
	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Received obscene remarks or gestures from a student[a]									
Rural	45	41-49	2138	39	34-44	1728	40	37-44	3866
Suburban	38	33-44	2729	41	35-48	1911	40	36-44	4640
Urban	56	52-60	2530	42	36-47	2258	47	43-51	4788
Total	46	43-48	7397	40	37-43	5897	42	40-44	13294
Damage to personal property worth less than $10.00[a]									
Rural	28	26-31	2139	27	24-29	1728	27	25-29	3867
Suburban	29	26-32	2728	23	20-26	1909	26	24-28	4639
Urban	35	33-38	2532	26	24-29	2256	30	28-32	4788
Total	31	29-32	7399	26	24-27	5895	28	26-29	13294
Theft of personal property worth less than $10.00[a]									
Rural	27	25-30	2133	21	19-24	1727	23	21-25	3860
Suburban	25	21-28	2726	21	18-24	1909	23	20-25	4635
Urban	33	30-36	2527	23	20-26	2257	27	25-29	4784
Total	28	26-30	7386	22	20-23	5893	24	23-25	13279

continued . . .

Table 2.3 *(continued)*
Percentage of Teachers Reporting Personal Victimization This Year in School, by School Level and Location

Type of victimization and location	Middle/Junior[b]			High[c]			Total[d]		
	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Was threatened in remarks by a student[a]									
Rural	22	19-25	2136	18	15-21	1729	19	17-22	3865
Suburban	19	15-23	2728	21	16-25	1913	20	17-23	4641
Urban	31	27-36	2531	23	19-27	2258	26	23-29	4789
Total	24	22-26	7395	20	18-22	5900	21	20-23	13295
Damage to personal property worth more than $10.00									
Rural	13	11-15	2139	12	10-14	1728	12	11-14	3867
Suburban	13	11-15	2730	13	10-15	1913	13	11-14	4643
Urban	18	16-20	2533	16	14-19	2260	17	15-19	4793
Total	14	13-16	7402	14	12-15	5901	14	13-15	13303
Theft of personal property worth more than $10.00									
Rural	11	9-14	2139	11	9-13	1727	11	10-13	3866
Suburban	10	8-12	2728	14	11-16	1911	12	11-14	4639
Urban	17	15-19	2532	16	13-19	2258	16	14-18	4790
Total	13	11-14	7399	13	12-14	5896	13	12-14	13295

continued . . .

Table 2.3 *(continued)*

Percentage of Teachers Reporting Personal Victimization This Year in School, by School Level and Location

	Middle/Junior[b]			High[c]			Total[d]		
Type of victimization and location	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Was physically attacked but not seriously enough to see a doctor[a]									
Rural	3.1	2.36-4.03	2138	1.8	1.18-2.57	1727	2.2	1.66-2.76	3865
Suburban	2.5	1.58-3.58	2730	2.3	1.58-3.25	1910	2.4	1.81-3.07	4640
Urban	6.7	5.31-8.28	2530	3.1	2.20-4.18	2257	4.5	3.85-5.40	4787
Total	4.0	3.34-4.67	7398	2.3	1.83-2.79	5894	2.9	2.52-3.31	13292
Was physically attacked and had to see a doctor[a]									
Rural	.7	.36-1.20	2139	.4	.18- .80	1729	.5	.28- .76	3868
Suburban	.7	.46-1.16	2728	.7	.40-1.26	1913	.7	.49-1.05	4641
Urban	2.1	1.40-2.89	2531	.8	.52-1.35	2258	1.3	.96-1.74	4789
Total	1.1	.85-1.44	7398	.6	.43- .84	5900	.8	.63- .97	13298
Had a weapon pulled on me									
Rural	.4	.23- .82	2139	.7	.34-1.20	1728	.6	.34- .96	3867
Suburban	.3	.15- .61	2728	.4	.14- .80	1913	.3	.18- .58	4641
Urban	.7	.43-1.10	2532	.7	.35-1.22	2260	.7	.44-1.02	4792
Total	.5	.34- .65	7399	.6	.39- .87	5901	.6	.40- .73	13300

Note. 95% CI = 95% confidence interval. *N* = unweighted number of responses.

[a] Victimization rate is significantly ($p < .02$) higher in middle/junior high schools than in high schools.

[b] For middle/junior high schools, the urban rate is significantly ($p < .01$) higher than the rural rate for all items except having a weapon pulled. For middle/junior high schools none of the rural-suburban differences are significant.

[c] For high schools, the urban rate is significantly ($p < .02$) higher than the rural rate for damage to property worth more than $10, theft of property worth more than $10.

[d] For both levels combined, the urban rate is significantly ($p < .02$) higher than the rural rate for threats, serious attacks, minor theft, obscene remarks, minor attack, major theft, and major property damage. The urban rate is significantly ($p < .02$) higher than the suburban rate for all items except having a weapon pulled.

Table 2.4

Percentage of Teachers Reporting That the Behavior of Some Students in Their Classroom (Talking, Fighting, etc.) Keeps Them from Teaching a Fair Amount or a Great Deal, by School Category

	Percentage	95% CI	*n*
All schools [a, b]	27	25.7 - 29.1	13197
Level			
Middle/Junior	34	31.5 - 36.5	7351
High	24	21.5 - 25.9	5846
Location			
Rural	25	22.4 - 27.5	3848
Suburban	27	23.8 - 30.6	4597
Urban	31	28.1 - 34.5	4752

Note. Percentage = weighted percentage. n = unweighted n. 95% CI = 95% confidence interval.

[a] Percentage differs significantly ($p < .001$) for school level.

[b] Percentage for urban schools differs significantly from rural schools ($p < .01$).

students reported having done so. Only 9% of students report having engaged in theft, and about 5% having hit or threatened to hit a teacher.

Students were also asked to report on their experiences of personal victimization, and these reports are summarized in Table 2.6. The most common form of victimization experienced by students according to these reports is minor theft (of items worth less than $1), with 47% of students reporting such theft in the present school year. A larger percentage of middle school students (54%) than of high school students (44%) reported experiencing a minor theft. Victimization by theft of items worth more than $1 was also reported by a higher percentage of middle school students (49%) than of high school students (42%).

Almost one in five students reported being threatened with a beating, and again this was a more common experience for middle school students (22%) than for high school students (16%). Victimization by physical attack was reported by 19% of middle school students and 10% of high school students. Having things taken by force or threat of force was also more common for middle school students than high school students. About 5% of secondary students report having been threatened with a knife or gun. Percentages of students reporting theft or attack in the last month are roughly half the percentages reporting theft or attack this year in school (see Appendix Table H2.12).

Table 2.5

Percentage of Students Reporting Personal Participation in School Delinquency and Drug Use in Past Year, by School Level and Location

	Middle/Junior			High			Total		
Self-reported behavior and location	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Purposely damaged or destroyed property belonging to a school [a]									
Rural	14.3	12.4-16.1	3531	16.1	13.4-18.8	3459	15.6	13.6-17.5	6990
Suburban	17.5	15.4-19.5	2892	14.7	12.2-17.2	2011	15.9	14.2-17.6	4903
Urban	16.6	14.5-18.8	2801	15.5	11.8-19.2	1269	15.8	13.3-18.4	4070
Total	16.2	15.0-17.4	9224	15.5	13.8-17.2	6739	15.8	14.6-17.0	15963
Hit or threatened to hit a teacher or other adult in school [b, c, d, e, f]									
Rural	5.1	3.9-6.2	3534	5.4	3.9-7.0	3460	5.3	4.2-6.5	6994
Suburban	4.0	2.9-5.1	2904	3.6	2.3-4.8	2011	3.8	2.9-4.6	4915
Urban	7.8	6.0-9.6	2802	4.3	2.4-6.2	1273	5.5	4.0-7.0	4075
Total	5.6	4.8-6.4	9240	4.6	3.6-5.5	6744	4.9	4.2-5.6	15984
Hit or threatened to hit other students [g, h, i]									
Rural	43.1	40.1-46.1	3527	36.4	33.2-39.7	3456	38.4	35.8-41.0	6983
Suburban	39.4	36.2-42.6	2891	27.4	23.6-31.2	2008	32.4	29.4-35.5	4899
Urban	40.8	37.4-44.1	2796	31.5	26.6-36.5	1273	34.6	30.7-38.4	4069
Total	41.0	39.1-42.8	9214	32.3	29.9-34.7	6737	35.3	33.5-37.1	15951
Stolen or tried to steal something at school, such as someone's coat from a classroom, locker, or cafeteria, or a book from the library									
Rural	8.1	6.7- 9.4	3532	9.3	7.5-11.0	3457	8.9	7.6-10.2	6989
Suburban	10.0	8.6-11.4	2900	7.7	5.9- 9.5	2008	8.7	7.4- 9.9	4908
Urban	9.3	8.1-10.6	2802	9.2	7.9-10.5	1273	9.2	8.3-10.2	4075
Total	9.2	8.4-10.0	9234	8.8	7.9- 9.8	6738	9.0	8.3- 9.6	15972

continued . . .

Table 2.5 (*continued*)

Percentage of Students Reporting Personal Participation in School Delinquency and Drug Use in Past Year, by School Level and Location

Self-reported behavior and location	Middle/Junior %	Middle/Junior 95% CI	Middle/Junior *n*	High %	High 95% CI	High *n*	Total %	Total 95% CI	Total *N*
Gone to school when drunk or high on some drugs [a, h, j, k, l]									
Rural	10.4	8.4-12.3	3528	16.4	13.3-19.6	3456	14.6	12.4-16.9	6984
Suburban	7.7	6.2- 9.2	2900	16.0	12.6-19.2	2009	12.4	10.5-14.4	4909
Urban	10.5	8.3-12.6	2795	19.1	14.8-23.4	1273	16.3	13.3-19.2	4068
Total	9.4	8.3-10.5	9223	17.2	15.2-19.3	6738	14.5	13.1-16.0	15961

Note. 95% CI = 95% confidence interval for weighted percentages. *N* = unweighted number of respondents.

[a] Rural middle schools differ from suburban middle schools, $p < .05$.

[b] Rural high schools differ from urban middle schools, $p < .05$.

[c] Suburban high schools differ from urban middle schools, $p < .01$.

[d] Urban high schools differ from urban middle schools, $p < .01$.

[e] Rural middle schools differ from urban middle schools, $p < .05$.

[f] Suburban middle schools differ from urban middle schools, $p < .01$.

[g] Rural high schools differ from suburban high schools and rural middle schools, $p < .01$.

[h] Suburban high schools differ from rural middle, suburban middle, and urban middle schools, $p < .01$.

[i] Urban high schools differ from rural middle schools, urban middle schools, $p < .01$.

[j] Rural high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[k] Suburban high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[l] Suburban middle schools differ from urban middle schools, $p < .05$.

Table 2.6

Percentage of Students Reporting Personal Victimization This Year in School, by School Level and Location

Type of victimization and location	Middle/Junior			High			Total		
	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Theft, less than $1 [a, b, c, d]									
Rural	54.6	51.7-57.4	3535	47.4	44.3-50.6	3461	49.6	47.1-52.1	6996
Suburban	55.1	52.4-57.8	2905	41.5	38.2-44.9	2012	47.3	44.6-50.0	4917
Urban	52.9	50.5-55.3	2807	41.5	35.8-47.2	1273	45.2	40.9-49.6	4080
Total	54.2	52.7-55.8	9247	43.8	41.2-46.3	6746	47.4	45.5-49.3	15993
Theft, $1 or more [b, c, d, e]									
Rural	48.6	45.7-51.5	3532	42.9	40.5-45.2	3463	44.6	42.7-46.5	6995
Suburban	47.9	45.5-50.4	2904	39.7	36.3-43.1	2012	43.2	40.8-45.5	4916
Urban	51.4	48.9-53.9	2806	43.2	38.8-47.6	1272	45.9	42.7-49.1	4078
Total	49.3	47.8-50.8	9242	42.1	40.2-44.1	6747	44.6	43.2-46.0	15989
Threatened with a beating [c, f, g]									
Rural	22.8	20.9-24.7	3536	17.6	15.3-19.9	3464	19.1	17.4-20.9	7000
Suburban	21.6	19.6-23.5	2904	13.0	10.4-15.6	2014	16.6	14.6-18.6	4918
Urban	21.9	20.0-23.9	2809	17.3	13.4-21.3	1272	18.8	16.0-21.6	4081
Total	22.1	21.0-23.2	9249	16.3	14.5-18.0	6750	18.3	17.0-19.5	15999
Physical attack [b, c, d]									
Rural	18.0	16.4-19.6	3532	8.9	7.0-10.8	3464	11.6	9.9-13.3	6996
Suburban	19.6	17.6-21.7	2899	9.0	6.9-11.1	2015	13.5	11.5-15.5	4914
Urban	19.3	17.1-21.6	2804	11.6	9.2-13.9	1273	14.1	12.2-16.1	4077
Total	19.0	17.9-20.2	9235	9.9	8.6-11.1	6752	13.0	12.0-14.1	15987
Robbery, less than $1 [h, i, j, k, l]									
Rural	6.2	5.1-7.3	3538	3.3	2.3-4.4	3465	4.2	3.4-5.0	7003
Suburban	5.0	4.1-6.0	2907	3.4	2.1-4.8	2013	4.1	3.2-5.0	4920
Urban	6.7	5.7-7.7	2809	3.7	2.5-4.9	1273	4.7	3.7-5.7	4082
Total	6.0	5.4-6.5	9254	3.5	2.8-4.2	6751	4.3	3.8-4.8	16005

continued . . .

Table 2.6 (*continued*)

Percentage of Students Reporting Personal Victimization This Year in School, by School Level and Location

	Middle/Junior			High			Total		
Type of victimization and location	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Robbery, $1 or more [h, i, j, k, l, m, n]									
Rural	8.2	6.6-9.7	3536	4.4	3.2-5.6	3464	5.5	4.5-6.5	7000
Suburban	6.3	5.0-7.6	2906	4.4	3.2-5.7	2013	5.2	4.3-6.2	4919
Urban	9.2	8.0-10.3	2809	4.4	2.7-6.0	1273	6.0	4.6-7.3	4082
Total	7.8	7.0-8.6	9251	4.4	3.6-5.2	6750	5.6	5.0-6.2	16001
Threatened with a knife or gun [n, o]									
Rural	5.2	4.3-6.2	3534	4.9	3.7-6.2	3464	5.0	4.1-6.0	6998
Suburban	4.1	3.1-5.0	2903	4.0	2.6-5.4	2014	4.1	3.2-4.9	4917
Urban	6.0	5.1-7.0	2810	5.0	2.6-7.3	1274	5.3	3.7-7.0	4084
Total	5.1	4.5-5.6	9247	4.7	3.7-5.7	6752	4.8	4.2-5.5	15999

Note. 95% CI = 95% confidence interval.

[a] Rural high schools differ from suburban high schools, $p < .05$.

[b] Rural high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$

[c] Suburban high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[d] Urban high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[e] Urban high schools differ from rural middle schools, $p < .05$.

[f] Rural high schools differ from suburban high schools, rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[g] Urban high schools differ from rural middle schools and urban middle schools, $p < .05$

[h] Rural high schools differ from rural middle schools and urban middle schools, $p < .01$.

[i] Rural high schools differ from suburban middle schools, $p < .05$.

[j] Suburban high schools differ rural middle schools and urban middle schools, $p < .01$.

[k] Urban high schools differ form rural middle schools and urban middle schools, $p < .01$.

[l] Suburban middle schools differ from urban middle schools, $p < .02$.

[m] Suburban high schools differ from suburban middle schools, $p < .05$.

[n] Suburban middle schools differ from urban middle schools, $p < .01$.

[o] Suburban high schools differ from urban middle schools, $p < .03$.

How Safe Are Secondary Schools?

In addition to asking principals about specific instances of crimes reported to law enforcement representatives and about teachers' and students' personal experiences, questionnaires asked secondary school teachers and students about their perceptions of school safety and about exposure to violence. This section summarizes their reports about safety and exposure to violence. It is important that schools not only be safe, but that people feel safe and not fearful in schools.

Teacher Perceptions

Secondary teachers usually reported that most places in their schools were fairly safe, although perceptions of safety differed according to specific location, as Table 2.7 shows. Teachers generally rate their classroom while teaching as safe (a rating of 3.4 on a 4-point scale where 3 = fairly safe and 4 = very safe). Other places in the school are generally seen as less safe than classrooms during instruction. Locker room or gym and restrooms used by students received the lowest ratings for safety (both at 2.7 of the 4-point scale, where 2 = average and 3 = fairly safe). Appendix Table H2.13 provides details of the perceived safety of specific locations within schools by school level and location.

An alternative way to describe the distribution of orderliness, victimization, and safety in schools at different levels and locations is to form composite scales that combine reports for multiple items. Results for such scales are displayed in a T-score metric – where the mean is 50 for the nation's schools and the standard deviation is 10 – are shown in Appendix Table H2.14. The mean score for classroom orderliness for urban middle/junior high schools is a standard deviation below the mean for all schools (T-score = 40.0). The mean score for victimization for urban middle schools is over four fifths of a standard deviation above the mean for all school (T-score = 58.5); and the mean score for safety for urban middle schools is also somewhat low (T-score = 44.3). Middle schools are seen to be less orderly and to be characterized by more victimization than are high schools according to the results shown in Table H2.14.

Student Perceptions and Exposure to Violence

One way of ascertaining whether students feel safe in school is to ask them if there are specific places that they avoid because someone might hurt or bother them there. The percentages of students who would avoid each of seven locations in their schools and two locations in their neighborhoods are shown in Table 2.8. About 11% of students say they would avoid certain places on school grounds, and 11% say they would avoid school restrooms. In general, about a tenth of students say they would avoid the places in school we asked about. About a tenth of students also say that they would avoid being outside on the street where they live. A larger percentage (16%) would avoid some other place in their neighborhood.

There are often large differences in perceptions of safety for students of different race/ethnic groups. Students who identified a racial/ethnic identity other than White tend to avoid more places in school and their neighborhood than do White students. Details are shown in Appendix

Table 2.7

Mean Teacher Reports of Safety from Vandalism, Personal Attacks, and Thefts, in Specific School Locations

Location	Mean	95% CI	*N*
Your classroom while teaching	3.4	3.41 - 3.48	13038
The cafeteria	3.0	2.97 - 3.07	12571
Empty classrooms	3.0	2.96 - 3.05	12665
Hallways and stairs	2.9	2.87 - 2.97	12894
Parking lot	2.8	2.80 - 2.91	12842
Elsewhere outside on school grounds	2.8	2.78 - 2.88	12851
Locker room or gym	2.7	2.65 - 2.76	11420
The restrooms used by students	2.7	2.61 - 2.74	12807

Note. Mean = weighted mean. *N* = unweighted number of respondents. 95% CI = 95% confidence interval. Teachers rated the safety of places on the following scale: 0 = very unsafe, 1 = fairly unsafe, 2 = average, 3 = fairly safe, 4 = very safe.

Table H2.15. For example, 15% of Black students, 11% of Asian or Pacific Islander students, 9% of American Indian or Alaskan Native Students, 11% of other non-Hispanic students, and 11% of Latino students[5] say they would avoid certain entrances into the school, but only 6% of White students indicate that they would avoid an entrance. Although the number of students identifying themselves as Asian or Pacific Islanders or as American Indians or Alaskan Natives is relatively small, the reported tendency to avoid certain places is sometimes statistically significantly higher than the tendency reported by Whites. Racial/ethnic minority students also tend to report avoiding places in their neighborhoods more often than do White students. Middle school students avoid places in school because someone might hurt or bother them considerably in considerably higher percentage than do high school students. For example 11% of middle school students versus 7% of high school students avoid an entrance into the school, 11% of middle school versus 7% of high school students avoid parts of the school cafeteria, 14% of middle school and 9% of high school students avoid school restrooms. Middle school students also report avoiding places on the street where they live and elsewhere in their neighborhoods in higher percentages than do high school students. (See Appendix Table H2.15.)

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[5] A pair of racial/ethnic self-identification questions that have been used on some past government data collection efforts was used. The first of these questions uses the categories White, Black, Asian or Pacific Islander, American Indian or Alaskan Native, and Other. The second of these asks for information on Spanish or Hispanic origin. As a result, a large fraction of respondents select the "Other" response to the first question. Many of these individuals indicate that they are of Spanish or Hispanic origin. Persons of Spanish or Hispanic origin may belong to any of the race/ethnic categories.

Table 2.8

Percentage of Students Who Report Staying Away From Specific Places Because Someone Might Hurt or Bother Them There

Place	Percentage	95% CI	*N*
Places in school or on the way to school			
Other places on the school grounds	11	10.4 - 12.6	15965
Any school restrooms	11	10.2 - 12.1	15964
Any hallways or stairs in the school	10	8.8 - 10.6	15974
Other places inside school building	10	8.6 - 10.4	15964
The shortest way to school or the bus	10	8.8 - 10.9	15946
Parts of the school cafeteria	9	7.8 - 9.4	15978
Any entrances into the school	8	7.4 - 9.4	15977
Places away from the school			
Any other place in your neighborhood	16	14.9 - 18.2	15970
Outside on the street where you live	10	9.1 - 11.1	15977

Note. Percentage = weighted percentage. 95% CI = 95% confidence interval for percentage. *N* = unweighted number of respondents.

Urban students avoid places in the school and in their neighborhoods in higher percentages than do rural students.

In one set of questions, we asked students about their exposure to violence "this year in school." Responses are summarized in Table 2.9, which shows that 28% report having seen a teacher threatened by a student, 20% report having had to fight to protect themselves, and 12% report having seen a teacher hit or attacked by a student. As with perceptions of safety, there are differences in exposure to violence according to race/ethnicity. Among students who identify themselves as Black, 40% report having seen a teacher threatened by a student. This is higher than the 27% of White students who report having seen a teacher threatened by a student. A smaller percentage (18%) of students who identify themselves as Asian or Pacific Islanders report having seen a teacher threatened by a student. For two of three questions about exposure to violence, boys report more exposure than do girls and middle school students report more exposure than do high school students. The difference is particularly large for reports that the student "had to fight to protect yourself," with 28% of boys and 12% of girls answering in the affirmative. Details are presented in Appendix Table H2.16.

An alternative way to describe the distribution of victimization and safety in schools according to student reports is to form composite scales that combine reports for multiple items. Results for such scales are displayed in a T-score metric – where the mean is 50 for the nation's schools and the standard deviation is 10 – are shown in Appendix Table H2.17. The mean score for Safety according to student reports for urban middle/junior high schools is a standard deviation below the mean for all schools (T-score = 39.9). The mean score for student

Table 2.9

Percentage of Students Experiencing Specific Threats or Violence This Year in School

Experience	Percentage	95% CI	*N*
Seen a teacher threatened by a student	28	26.5 - 30.2	15965
Had to fight to protect yourself	20	18.9 - 21.8	15974
Seen a teacher hit or attacked by a student	12	10.4 - 12.9	15966

Note. Percentage = weighted percentage. 95% CI = 95% confidence interval for percentage. *N* = unweighted number of respondents.

Victimization for urban middle schools is more than three quarters of a standard deviation above the mean for all schools (T-score = 57.7). Once again, middle schools are seen as less safe and to be characterized by more victimization than are high schools.

Discussion and Summary

The NSDPS is a valuable source of contemporary information about problem behavior in schools. At the same time, any single research project has limitations and ambiguities. In this section, some of these limitations are discussed. This section also discusses the nature of problem behavior in schools and emphasizes the variability of problem behavior among schools.

Difficulties in Obtaining Information About Problem Behavior

The most important single limitation in interpreting information about problem behavior provided by the NSDPS stems from the difficulty that was encountered in obtaining the cooperation of schools and school districts with the research. Participation rates for principal, teacher, and student surveys were described in Chapter 1 (Tables 1.2, 1.4, 1.5, and 1.6). A school is considered to have participated in the teacher or student surveys only if a sufficient number of questionnaires of each type was returned to represent a usable response. The highest level of participation was obtained for the Phase 1 principal questionnaire, where 66% of schools participated. Few schools that failed to participate in Phase 1 participated in the Phase 2 principal survey, and the participation rate for the Phase 2 principal survey fell to 50%. Even fewer schools participated in the portion of the research involving surveys of teachers (46%) and students (36%).

Participation was more difficult to obtain among urban schools and it was particularly difficult to obtain in urban high schools. Whereas 75% of rural elementary schools participated in the Phase 1 principal survey, only 59% of urban high schools participated in that survey (see Table 1.2). A usable level of participation in student surveys was obtained in 50% of the rural middle/junior high schools from which it was sought, whereas only 23% of urban high schools participated in student survey (see Table 1.5). Participation was associated with a number of school and community characteristics summarized in Appendix Table B1.1. The school characteristics examined in Table B1.1 are estimates obtained from the mailing list vendor or from the Common Core of Data (National Center for Education Statistics, n.d.). The community characteristics examined there are for the zip code aggregations of 1990 census data (Bureau of the Census, 1992, 1993). Several indicators imply that schools in central cities of urbanized areas were less likely to participate than were rural or suburban schools. Elementary and middle/junior high schools were more likely to participate if located in areas where most housing is owner occupied. There is also a tendency for elementary and middle schools located in areas where a high proportion of families with children are female headed to be under represented among participating schools. High schools in areas where residents are highly educated are under represented among participating schools.

Although this was a study supported initially by the National Institute of Justice and eventually by the U.S. Department of Education as well, and although it was endorsed by the National Association of Secondary School Principals and the National Association of Elementary School Principals, it was very difficult to recruit schools to participate. Differential participation rates for schools in communities with different characteristics may have introduced bias into some estimates, and it is not possible to know precisely how much bias may have been introduced. Although school weights were designed to minimize bias by correcting for some differential response rate tendencies, and although the rationale for their use is plausible, their potential effect on bias cannot be known.

Refusal to participate occurred both at the school and at the district level. In most cases, we do not know why schools refused to participate, because principals or other educational personnel were adept at avoiding our attempts to communicate. And, of course, we can never know for sure why specific principals or school districts refused to participate as they were at liberty not to tell us or to tell us anything they found convenient.

Influence of school reluctance to participate on the research. The first influence that reluctance on the part of schools or districts had on the research was the large amount of effort that had to be devoted to persuading schools or districts to participate.

The second influence is the potential for nonparticipation to introduce systematic error (bias) in the results. Despite efforts to reduce bias by application of nonresponse weights, there is no convincing way to eliminate refusal to participate as a potential source of bias.

Alternative Ways of Estimating the Extent of Problem Behavior

Different methods of measuring crime and other forms of problem behavior are expected to produce different estimates of its level. For example, estimates of the incidence of crime made from counts of reports of crime made to the police are very much lower than the estimates made from the self-reports of individuals about crimes they have committed or the reports of citizens of their personal victimizations. Some part of the difference in levels estimated by the different methods is undoubtedly due to defects of the different methods (Hindelang, Hirschi, & Weis, 1981). For example, any method that depends on reports of an official (a police officer, a school principal) will generally underestimate crime or problem behavior for the simple reason that not all instances of such behavior will be known to the official, the official may not regard some behavior as sufficiently serious instances to be recorded or reported, the official may fail to report, and so on.

But some part of difference in levels estimated by different methods is also due to the measurement of different things. For example, counts of reported crime measure events that at least someone regarded as sufficiently serious to merit being reported. On the other hand, counts of self-reported misconduct usually will capture some minor or non-criminal behavior that matches the description of the behavior inquired about. Scales composed of collections of self-reports about a variety of behaviors have the virtue that they can sample from a broad band of problem behavior and may be most valuable for measuring individual differences in propensity to misbehave. Some of the misbehavior, however, would not always be defined as "crime." However that may be, Hindelang et al. (1981) concluded from a careful study of the reliability and validity of self-reports of delinquent behavior that "delinquency exists most clearly in the minds of those least likely to engage in it" (p. 219) and that self-reports of delinquent behavior may be least valid for those groups who are most delinquent.

Similar measurement issues occur when victim reports (Sparks, 1982) or different ways of measuring drug use or abuse are used as indicators (Reuter, 1999). A person must interpret an event as a victimization in order to report it, and it is evident that what is seen as a criminal victimization to one person may not be interpreted that way by another. Accordingly, it may be best to interpret victim reports as reports of perceived incivilities or crimes.

All estimates of problem behavior or crime based on reports in questionnaires or interviews (as opposed to archival records) are prone to be subject to errors related to the decay of memory as well as to the telescoping of events outside of a recall period into the recall period – and some respondents may not attend much to a recall period at all. It is not expected that rates estimated for a one-month recall period will translate in any straightforward way into rates estimated for other recall periods – e.g., one year.

For all of these reasons it is expected that different indicators will produce different estimates of the amount and possibly the distribution of problem behavior. Each of the indicators based on principal, teacher, and student reports described earlier in this chapter are of separate value.

Other Surveys of School Crime and Disorder

No surveys of crime and disorder in schools that are strictly comparable to the present one exist.

Fast Response Survey System. One superficially similar study is a Fast Response Survey System (FRSS) study conducted by Westat for the National Center for Education Statistics (Heaviside, Rowand, Williams, & Farris, 1998) in the spring and summer of 1997. The FRSS study polled principals about crimes reported to police or other law enforcement representatives. In contrast to the present survey, the FRSS provided respondents with definitions of terms used and asked respondents to report incidents involving multiple crimes only once – essentially listing the incident only for the most important type of crime it involved. Whereas the present survey depended almost entirely on mailed responses (a handful of questionnaires were completed in telephone interviews), telephone interviews were utilized more extensively in the much shorter FRSS. The FRSS combination of interview and mailed questionnaire yielded a higher response rate (88%) than the did the present survey. The universe for the FRSS was limited to public schools and excluded special education, vocational, alternative and ungraded schools. The universe for the present study included public, private, and Catholic schools and did not exclude special schools.

The general pattern of results for school crimes are similar in the two studies. Both show much more crime in middle schools, that minor crimes are much more common than serious crimes, and that there is a tendency for most crimes to occur at higher rates in urban schools than in other schools. The present study sometimes found higher rates than did the FRSS, however. For example, we estimate (see Table 2.1) that 21% of middle schools had at least one incident of physical attack or fight with a weapon reported to law enforcement, whereas the estimate from the FRSS was 12%. Similarly, we estimate that 17% of middle schools had at least one incident of robbery reported to authorities, whereas the FRSS estimate was 5%. In both cases the differences in estimated rates are statistically significant at the $p < .01$ level. Such differences as these which are beyond what is expected due to sampling error may be due to (a) differences in the universe of schools, (b) differences in the way questions are presented, (c) differences in data capturing technique (phone interview versus self-report questionnaire), (d) differences in the context in which questions are embedded, (e) differences due to increased sensitivity of respondents to crime or increased propensity to report such crimes to the police in view of highly publicized violent events in schools that occurred between the two surveys, or (f) differences in the level of crime occurring between the two survey occasions. If FRSS respondents attended to the instruction to count each incident involving multiple crimes only once, this would tend to produce lower estimates than would the lack of such instruction. All of these possibilities are worthy of further exploration, but they are beyond the scope of the present report.

Safe School Study. A second survey of a national sample of schools with superficial similarity to the present one is the Safe School Study (SSS) conducted for the National Institute of Education (1978). The SSS conducted surveys of public junior and senior high school students and teachers, excluding those in comprehensive (e.g., K - 12) schools and perhaps excluding those from school districts with 50 or fewer students (it is not clear from the report).

Again, the general pattern of results for school crimes are similar in the SSS and the NSDPS. Both show much more crime in middle schools, that minor crimes are much more common than serious crimes, and that there is a tendency for most crimes to occur at higher rates in urban schools than in other schools. The specific levels estimated by the two surveys sometimes differ, however. The SSS conducted surveys at different months during the year, whereas all of the NSDPS surveys were conducted in the spring. In addition, there were differences in the way the questions were presented with the SSS using a branching format such that respondents were first asked about thefts and then about the size of the thefts, about attacks and then about whether a doctor was required. In the NSDPS respondents were first asked about victimizations in the school year and then asked about victimization in the past month, whereas in the SSS respondents were asked only about specific months. Appendix Table H2.18 shows details for two similar questions asked of students in both surveys. The estimated percentage of students reporting theft of items worth less than a dollar in the 1976 survey was very much larger than the number estimated in the 1998 survey. The percentage of students reporting that they had been attacked but not hurt badly enough to see a doctor was also lower in the 1998 survey although the differences between 1976 and 1998 rates are not significant for the high school and rural school comparisons. Estimated rates of minor theft per 1000 teachers is also lower in the 1998 NSDPS than in the 1976 SSS. But the estimated rates of attack not serious enough to require seeing a doctor are higher for the NSDPS than for the SSS; the rate for rural schools is very much higher in the 1998 than in the 1976 survey. Appendix Table H2.19 shows the details.

Such differences as these which are beyond what is expected due to sampling error may be due to (a) differences in the universe of schools, (b) differences in the way questions are presented, (c) differences in the context in which questions are embedded, (d) differences in participation rates, or (e) differences in the level of crime occurring between the two survey occasions. All four of these possibilities may account for differences in the level of these crimes estimated from the NSDPS and the SSS. In the NSDPS the questionnaire contained separate questions about minor attack (no doctor) and more serious attack (doctor attention required) and separate questions about minor and more serious theft, whereas in the SSS these questions were not independent. Potentially of equal importance, the "last month" victimization questions in the NSDPS questionnaire were preceded by a series of questions asking about victimizations occurring in the last year. It is possible that the longer reference period in the preceding questions in NSDPS led some respondents to infer that researchers were inquiring about more serious incidents (Winkielman, Knäuper, & Schwarz, 1998). This "more serious" set may then have carried over to the "last month" questions. The way questions are asked and the context within which they are embedded can influence estimates produced from them (Krosnick, 1999; Schwarz, 1999).

School Crime Supplement to the National Crime Victimization Survey. A third study with some similarity to the present one is the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), conducted in 1989 and again in 1995. In the SCS (Chandler, Chapman, Rand, & Taylor, 1998) a household survey with a 6-month recall period is conducted, and household members between the ages of 12 and 19 who attended a school at any time in the past six months and who were enrolled in a school that could lead to a high school diploma were asked supplemental school-related questions after completing the NCVS interview. Unlike the SSS and NSDPS, students are located in the SCS by going through sampled households rather than sampled schools, and students in any kind of school (not just public) would be included if it could be on the pathway to a high school diploma. Over 70% of the SCS respondents were interviewed by telephone with most of the rest interviewed in person, and some were interviewed by proxy (i.e., someone else provided information about the member of the sample). The SCS asked students whether they avoided certain places in the school that are similar to questions asked in the NSDPS, but there are minor wording changes and the SCS implied a 6-month recall period and asks if the places were avoided. The NSDPS asks instead if a student usually avoids these places.

A similar pattern of results were obtained in the SCS (Kaufman, Chen, Choy, Chandler, Chapman, Rand, & Ringel, 1998) and the NSDPS. In both studies, younger individuals are more likely to have avoided places at school, Black and Hispanic students were more likely to report avoiding places than were White students, and students in urban areas were more likely to avoid places in school than other students. At the same time, Appendix Table H2.20 shows that the percentages of students who reported that they usually avoid places in school in the NSDPS are much larger than the percentages who reported that they did avoid places in the school in the SCS. For all students aged 12 or older, 20% reported usually avoiding at least one of five specific places in school in the NSDPS whereas 9% reported avoiding these same places in the 1995 SCS. Again, the context within which questions are asked may help explain the large differences in the percentages obtained in the two studies. In the SCS, individuals were asked about school experiences after having completed a lengthy survey of general crime victimization questions. There is no way at this time to determine what features of question presentation, interview versus self-report approach, question context, or differences over time may account for the large differences in level of avoidance of places in school estimated in the two studies.

It is probably best to regard any single estimate of the level of problem behavior, victimization, or safety as a function in part of school safety and in part of method of inquiry.[6] Put another way, alternative indicators should be viewed as alternative indicators and no indicator viewed as providing an absolute count of problem behavior, victimization or safety. Because alternative indicators generally show the same pattern of results across groups of respondents or schools, it appears sensible to make comparisons among schools or among individuals *within* any of the studies mentioned here. But it does not appear profitable to speculate too much about the meaning of differences in levels estimated according to different methods.

Other Limitations of the Information from the NSDPS

Sampling. All survey search shares the limitation that the information developed depends upon the validity of the reports of respondents. It is well known that respondents make errors of interpretation and recall in reporting events such as personal victimization (Panel for the

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[6] Alternative sources of information about youth problem behavior exist. These include (a) the Monitoring the Future surveys (Johnston, O'Malley, & Bachman, annually) which have made annual inquiries of a national sample of high school seniors since 1975 (and since 1991 of eighth and tenth graders as well); (b) the Youth Risk Behavior Surveillance summaries (Kann et al., 1998) conducted in odd-numbered years since 1991 in school-based surveys in 33 states and certain localities including student self-reports of fighting, carrying weapons, feelings of safety at school, and other problem or risky behavior; (c) the National Longitudinal Surveys of Youth 1997 cohort (Bureau of Labor Statistics, 1999) in which persons aged 12 - 16 years identified in a household screener survey were asked to complete a self-administered questionnaire about drug use and delinquent behavior. We have compared the present survey with those that appear on their face to provide the most comparable data. See Appendix Tables H2.21 and H2.22 for more on self-reported delinquent behavior from NSDPS.

Evaluation of Crime Surveys, 1976), the way questions are asked influence the answers (Krosnick, 1999), and that people do not always tell the truth. Error could also enter the data when respondents make mistakes in marking answer documents, or when an interviewer makes an error in recording information. Accordingly, the information gleaned from the present surveys should be regarded as one fallible source of information about the matters explored in this report.

Most survey research is also limited by the size and nature of the sample examined. In the present research, our aim was to obtain a probability sample of all schools serving students in any grade from kindergarten through grade 12, including public, Catholic, and private schools. Coverage error is present to the extent to which the list from which our sample was drawn is incomplete. Although we used what we judged to be the most up-to-date and complete list of schools available, some degree of coverage error is probably inevitable. Error or bias may occur when schools or individuals fail to participate in the provision of information. This source of error or bias was described above. Although non-response adjustments were used to minimize the effects of non-participation error or bias, these adjustments are probably imperfect.

Because it is prohibitively expensive and unduly burdensome of respondents to include all schools and all individuals in the present research, samples were selected to represent all of the schools in the nation. Within schools, samples of students were drawn to represent the school. Weights have been applied to responses so that estimates from the probability sample represents all schools, and as noted these weights have been adjusted to account as well as is possible for non-participation. Estimates made from samples naturally differ somewhat from the values that might be obtained from a complete enumeration. In this report, standard errors or confidence intervals are usually presented to provide indices of the variation due to sampling that may be expected.[7] Readers are encouraged to consider the point estimates and confidence intervals (or standard errors) in interpreting information.

Raters are nested within schools. In this research, all respondents were asked to report about one and only one school. No informant described multiple schools, and it is possible that many of the respondents have a limited experience of the full range of schools. When a respondent is asked to indicate if gangs are a problem in the school (principal questionnaire), how safe from vandalism, attacks, and theft the hallways are (teacher questionnaire), or whether the school rules are fair (student questionnaire), the information provided about the school is confounded with the perspectives of the respondents. Because a set of schools is not being rated by a common set of raters, it is possible that objectively safer schools are sometimes judged less safe than objectively less safe schools (Birnbaum, 1999). Students with no experience of very safe schools may, for example, indicate that their own disordered school is very safe. Teachers and principals may do the same. Worse, principals in some schools experiencing a great deal of disorder may tend to discount the seriousness of many specific incidents of crime or violence and report relatively fewer incidents than may principals in very orderly schools. In the case of teacher and student reports, it is possible to estimate the proportion of variance that lies between schools (see Appendix F), because there are multiple raters for each school. Even so, the fact that raters are nested within schools and probably do not have direct experience of the full range of school environments is an inherent limitation in survey research of the present kind.

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[7] Because a complex sample design involving stratification was used, and because of the use of weights adjusting for the sample design and nonparticipation, standard errors have been estimated using a re-sampling method known as the jackknife. Because the estimation of standard errors in this way is time consuming and cumbersome, some appendix tables report "nominal" significance levels, which are based on estimates made on the assumption of simple random sampling which underestimates sampling error.

Summary

The nature of problem behavior in schools. Minor forms of problem behavior are common in schools. For example, 27% of teachers report that student behavior keeps them from teaching a fair amount or a great deal. This minor misconduct can be a serious problem because it interferes with efforts by schools to pursue their mission to conduct education. The percentage of teachers per school reporting that student behavior keeps them from teaching at least a fair amount ranges from 0% to 100%. In a quarter of schools 42% or more of teachers report that student behavior keeps them from teaching at least a fair amount.

Serious forms of problem behavior such as physical attacks or fights involving a weapon, robberies, or treats involving a knife or a gun occur less frequently than the more pervasive minor kinds of student misconduct. But they occur frequently enough that they are also clearly major problems. Almost 7% of schools reported at least one incident of physical attack or fight involving a weapon to law enforcement officials, and for middle/junior high schools the percentage was 21%. Being threatened or attacked in school is a relatively common experience among students, with 19% of students reporting threats and 14% reporting attacks. A startling 5% of students report having been threatened with a knife or a gun. Such incidents are far less common among teachers. Although 20% of secondary school teachers (and 31% of urban middle school teachers) report being threatened in remarks by a student, half of one percent report having had a weapon pulled on them and seven tenths of a percent report having been attacked and having to see a doctor.

Evidence from the reports of teachers, principals, and students implies that most kinds of problem behavior are more common in middle schools than in elementary schools or high schools. The exception is drug use – student self-reports imply that drug use is more extensive in high schools.

Variability among schools. There is variability among schools in the level of crime or disorder they experience. According to the school crime scale – which indexes the extensiveness of a variety of crimes reported to law enforcement according to principal reports – the *average* urban middle/junior high school scores about a standard deviation for schools above the mean for all schools (Table 2.2). Equally important, there is great variability among urban middle/junior high schools in their scores on the school crime scale.

One way to obtain a concrete impression of the degree of variability observed among schools is to review the reports of principals, teachers, and students for four school shown in Table 2.10.

This table shows how the people in two urban and two suburban middle schools described the school environment. The schools were selected so that there is one relatively safe and one relatively less safe school in each type of location according to the Student and Teacher Safety scales. The Teacher Safety scale T-scores for the four schools are as follows: A = 62, B = 35, C = 55, D = 34. The Student Safety scale T-scores for the four schools are A = 67, B = 31, C = 53, D = 29. The Teacher Victimization T-scores are A = 38, B = 68, C = 52, D = 72. The Student Victimization T-scores are A = 37, B = 65, C = 53, D = 61. These are not the most extreme schools in the sample, but they illustrate the variation.

Table 2.10 shows that school B's principal indicated having reported 40 physical attacks or fights without a weapon to law enforcement personnel, school C indicated having reported 10, school A reported 0, and school D failed to provide this information. The majority of teachers in the two less safe schools report that students often or almost always talk at inappropriate times, make disruptive noises in class, tease other students, make threats or curse at others, and are distracted by student misbehavior. Much smaller percentages of teachers in the relatively safer schools report that these kinds of misconduct occur often or almost always. In the relatively safer suburban middle school, 9% of teachers report that the behavior of some students keep them from teaching a fair amount or a good deal of the time; in the relatively less safe urban middle school, 74% of teachers report being blocked from teaching by student behavior. In the two less safe schools 72% and 74% of teachers indicated that they received obscene remarks or gestures from students; in the safer schools the percentages were 6% and 31%. Over half of the teachers reported having been threatened by a student in the two less safe schools, whereas only 0% and 6% of teachers in the two safer schools reported such treats. Students' reports of victimization experiences in the safer and less safe schools are not as great as might be expected. Schools that score high in safety by one criterion do not always score high according to other criteria.

The concrete portraits provided by examining the details of these four schools' reports of crime, victimization experiences, classroom orderliness, and perceptions of safety underscore the earlier characterization of disorderly schools as uncivil places. Incivility appears to be more pervasive than the most serious kinds of crimes such as attacks involving weapons. Physical attacks and fights, however, are not rare in schools.

Table 2.10
Illustrative Middle Schools Differing in Their Levels of Safety

Source and school characteristic	Suburban Safer A	Suburban Less safe B	Urban Safer C	Urban Less safe D
Principal				
School enrollment	535	1230	264	1013
Number of crimes reported to authorities				
Physical attack or fight, weapon	0	0	0	0
Physical attack or fight, no weapon	0	40	10	NR
Robbery	0	0	0	0
Theft or larceny	0	10	12	NR
Vandalism	0	5	15	NR
Teachers (% saying often or almost always)				
Students pay attention in class	97	59	75	39
Students take things that do not belong to them	0	31	0	61
Students do what I ask them to do	97	69	94	48
Students destroy or damage property	3	25	0	55
Students talk at inappropriate times	21	70	25	81
Students make disruptive noises	0	54	19	58
Students try to physically hurt other people	0	41	12	39
Students tease other students	6	80	38	65
Students make threats to or curse at others	3	54	6	61
Students are distracted by the misbehavior of other students	6	75	25	78
The classroom activity comes to a stop because of discipline problems	3	34	13	52
I spend more time disciplining than I do teaching	0	31	13	39

continued . . .

Table 2.10 *(continued)*
Illustrative Middle Schools Differing in Their Levels of Safety

Source and school characteristic	Suburban Safer A	 Less safe B	Urban Safer C	 Less safe D
Teacher (% responding a fair amount or a great deal)				
How much does the behavior of some students in your classroom keep you from teaching?	9	65	38	74
Teacher (% experiencing in school year)				
Damage to personal property worth less than $10	3	51	56	36
Damage to personal property worth more than $10	3	23	31	23
Theft of property worth less than $10	6	41	31	32
Theft of property worth more than $10	6	12	12	36
Was attacked and had to see a doctor	0	3	0	10
Was attacked, not seriously enough to see a doctor	0	15	0	16
Received obscene remarks or gestures from a student	6	72	31	74
Been threatened in remarks by a student	0	59	6	58
Had a weapon pulled on me	0	0	0	0
Teacher (% indicating very unsafe or fairly unsafe)				
Your classroom while teaching	0	10	0	23
Empty classrooms	0	21	0	28
Hallways and stairs	0	34	0	19
The cafeteria	0	25	0	26
The restrooms used by students	0	32	0	29
Locker room or gym	7	51	0	14
Parking lot	3	37	0	19
Elsewhere outside on school grounds	0	12	0	19

continued . . .

Table 2.10 *(continued)*
Illustrative Middle Schools Differing in Their Levels of Safety

	Suburban		Urban	
Source and school characteristic	Safer A	Less safe B	Safer C	Less safe D
Students (% experiencing in school year)				
Theft of less than $1 from locker or desk	42	64	60	71
Theft of greater than $1 from locker or desk	49	60	36	67
Physical attack	2	22	30	14
Robbery, things worth less than $1	0	8	6	6
Robbery, things worth more than $1	0	8	8	8
Threat of beating	0	26	17	15
Threat with knife or gun	0	2	4	6
Students (% avoiding place)				
Shortest way to school or the bus	0	28	11	32
Any entrances into the school	0	22	6	24
Any hallways or stairs in the school	0	8	6	24
Parts of the school cafeteria	5	26	6	22
Any school restrooms	2	17	9	20
Other places inside school building	0	19	0	26
Other places on the school grounds	0	20	4	20
Students (% experiencing or observing this year)				
Had to fight to protect yourself in school	0	33	22	28
Seen a teacher threatened by a student	0	50	28	44
Seen a teacher hit by a student	5	36	6	38

Note. NR = no report; number not ascertained because principal made no report.

Activities to Create and Maintain Safe and Orderly Schools

The public expects today's schools to do many things. Among these are the implementation of a wide variety of approaches to reducing problem behavior, improving discipline, and promoting safer schools. In this chapter, we undertake the task of describing what schools do to prevent problem behavior. We examine the range of what is undertaken and how much activity is undertaken. First, we put the contemporary requirement that schools improve youth behavior in historical context by describing the extension of schooling to a large percentage of youths who would not have received much schooling in the past.

The Press for Delinquency Prevention Activity in Schools

At one time, the family was the main source of occupational learning (Coleman, 1972). As recently as 1930, 70% of children lived in two-parent farm families (Hernandez, 1994). In 1940, 10% of children lived with a mother in the paid labor force, but by 1990 60% of children had a mother in the labor force. In 1900, the number of high school graduates as a percentage of the 18-year-old population stood at about 6%; by 1970 this had reached 78% (Cartter, 1976). G. Gottfredson (1981) documented changes over time that imply a decreased involvement of young people with work roles and with adults outside of school, and an increased involvement of ever larger proportions of youth in school for ever larger numbers of days per year. In 1870 the average length of school terms was 132 days and the average number of days of school attended was only 78 days (President's Science Advisory Committee on Youth, 1973). Today school terms are usually 180 days. Even in large urban school districts that are notorious for attendance problems, average daily attendance rates of about 80% are reported (Council of Great City Schools, 1994), and in some school districts average daily attendance is 95% or more (South Carolina Department of Education, 1997). This means that students today attend school an average of 144 to 171 days. Between 1940 and 1996 the percentage of the population aged 25 to 29 years that had completed 4 years of high school or more increased from 38% to 87% (National Center for Education Statistics, 1998b).[1] In short, a strikingly larger range of today's youths are involved in school and attend school much more of the time than was true in the past.

Along with this shift away from family as a source of occupational learning and the participation of a greater range of young people in schools have come, not surprisingly, calls for schools to do more things. Schools are called upon to go beyond the development of traditional academic or intellectual skills to the development of vocational skills, decision-making skills, skills for coping with employers and organizations, skills required to avoid undesirable social pressures from others, and competencies in making long-range plans and delaying gratification. Schools are called on to play a role in the socialization of the young for participation in an orderly civil society and in their own orderly education. Now, the vast majority of youths are expected to complete high school. Dropping out (leaving school before completing high school) even for youths who do not do well in school, do not like school, or who do not behave well in school is usually seen as an undesirable outcome.

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[1] By 1996, four years of high school had been completed by 93% of the White non-Hispanic population, 86% of the Black non-Hispanic population, and 61% of the Hispanic population aged 25 to 29 years. The Black high school completion rate in 1996 was about equal to the White completion rate in 1975; the Hispanic completion rate in 1996 was about equal to the White completion rate in 1956. Although the race/ethnic group disparity in high school completion remains alarming, the proportions of persons in schools that are Black or Hispanic have shown large historical increases (see National Center for Education Statistics, 1998b).

The public appears to want schools to do a better job of discipline. In occasional opinion polls conducted between 1970 and 1998, the percentage of respondents indicating that lack of discipline is a major problem facing the local public schools has ranged from 14% to 27% (National Center for Education Statistics, 1998b; Rose & Gallup, 1998). In the most recent Phi Delta Kappa/Gallup poll, 20% of public school parents cited fighting, violence, or gangs as the most important problems facing the schools.

All of these developments have led schools to attempt a wide variety of approaches to reducing problem behavior, improving discipline, and promoting safer schools. Developing a description of the delinquency and other problem behavior prevention activities of schools required first that we develop definitions of the activities we sought to describe and second, that we develop a classification that would provide a system and a vocabulary for discussing these activities. Ultimately, these definitions and the taxonomy will be useful if they contribute to an understanding of which kinds of activity are helpful and which are not. These definitions and the development of a taxonomy of prevention activity are described next.

Definitions

A prevention program is defined as an intervention or set of interventions put in place with the intention of reducing problem behavior in a population. Such activities include—but are not limited to—policies, instructional activity, supervision, coaching, and other interventions with youths or their families, schools, or peer environments. Problem behaviors include criminal behavior; alcohol, tobacco, and other drug use; and risky sexual activity. Prevention programs may target these problem behaviors directly, or they may target individual or social characteristics believed by program advocates to be precursors of problem behavior. These individual and social characteristics include, but are not limited to, poor social competency and related skills, impulsiveness, academic failure, limited parental supervision, harsh or erratic discipline, poor classroom management, or ineffective school or community guardianship. Because we are concerned with what schools are doing, we limited the search to school-based prevention activity. By this we mean activity that is primarily located in a school building or that is implemented by school staff or under school or school-system auspices. Kindergarten, elementary, and secondary school levels are included. Elaboration of our definitions and rationales for them are provided in Appendix D.

Development of a Taxonomy of Practices, Programs, and Arrangements

To conduct research on what schools do to prevent delinquent and other problem behavior and to promote a safe and orderly environment, we required a useful classification of school activities or programs and a classification of program objectives. Classifications are useful because they organize related activities together, make communication about activities easier, aid in recall, and distinguish unlike activities or objectives by classifying them separately (Sokol, 1974).[2]

A first step in developing the classification was to conduct a search to identify the full range of activities that would have to be classified (Womer, 1997, provided an earlier account of this effort). We scoured the scientific and practitioner literatures to learn about the universe of prevention programs and practices. A search of existing school-based prevention strategies was conducted to discover the full range of prevention activities in schools and to ensure that the taxonomy to be used in this research was as comprehensive as possible. This search revealed a wide variety of programs including well-known and widely disseminated programs and practices such as Drug Abuse Resistance Education (D.A.R.E.), Law Related Education (L.R.E.), and Midnight Basketball programs. This search also discovered programs that used unusual prevention methods such as lacrosse, clown troupes, or planting trees to combat violence and drug use.

This section describes the method of program retrieval for this activity and the taxonomy of programs, practices, and arrangements that emerged from this activity.

Sources Used to Obtain Leads

An initial search located 513 school-based prevention programs sponsored by government agencies, foundations, and school systems. Table 3.1 displays the variety of sources that were used to obtain leads to specimens of program or activities. Among these sources were lists of federal and state grant recipients including those from the National Institute of Drug Abuse (NIDA), the National Institute of Justice (NIJ), the Center for Substance Abuse Prevention (CSAP), and Community Schools grantees. Foundation grants lists were also obtained from the University of Maryland's Office of Research Advancement and Administration, *Youth Today*, the W. K. Kellogg Foundation, and the William T. Grant Foundation. Additional sources include published literature and technical assistance resources from various agencies and publishers and source materials cited in secondary accounts. Referrals from persons contacted were a final source for leads.

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[2] Prevention activities can, in principle, be categorized in many ways. Some of these are the age or grade of the target population, the specific problem behavior in which they focus, their intermediate objectives, or the nature of the activity undertaken.

Table 3.1
Sources Used to Obtain Leads

Federal and State Grant Recipients
- Center for Substance Abuse Prevention
- Community Schools
- National Institute of Drug Abuse
- National Institute of Justice

Foundation Grants Lists
- University of Maryland's Office of Research Advancement and Administration
- *Youth Today*
- W.K. Kellogg Foundation
- William T. Grant Foundation

Technical Assistance Resources Searched
- Administration on Children, Youth, and Families
- Appalachian Educational Laboratory
- Carnegie Council of New York
- Center for Disease Control
- Coordinating Council on Juvenile Justice and Delinquency Prevention
- Center for Research in Educational Policy
- Center for Substance Abuse Prevention
- Drug Strategies
- Educational Development Center
- National Criminal Justice Research Service
- National School Safety Center
- North Carolina Center for the Prevention of School Violence
- Northwest Regional Education Laboratory
- Office of Juvenile Justice and Delinquency Prevention
- South Eastern Regional Center for Drug-Free Schools and Communities
- South Eastern Regional Vision for Education
- U.S. Department of Agriculture

Methods Used to Obtain Information About Programs or Activities

Telephone calls were the primary method of obtaining information from program sources. Phone calls were made for approximately four months to all organizations and agencies identified as operating prevention programs. The calls requested written program descriptions, evaluation reports, implementation manuals, or other materials describing their school-based program. After four months of phone calls, letters were mailed to each agency which had not been reached by phone or from which written information was not yet received. These letters explained the purpose of the study and requested a written description of their program.

Program materials were reviewed to determine whether they met our selection criteria. Inclusion criteria required that a program take place within the school building or under school auspices and that the program be intended to prevent problem behavior or promote school safety. Each program meeting the criteria was coded for discrete program activities according to the classification of school-based prevention activities developed for this project.

What Happened When Materials Were Sought

Written materials were obtained for 35% of the 513 leads. Of the 178 program descriptions that were obtained, 78% (*N* = 139) met the selection criteria. The remaining 39 programs did not fit our definition of "school-based" or were too vague to classify and were, therefore, not included in the final sample.

Most prospects identified by searching the lists and technical assistance reports led to dead ends. There are several reasons why the majority of leads resulted in a dead-end. In many cases the person responsible for disseminating information about the program could not be reached. In some instances the program was no longer in existence or the contact person did not have written materials. Over one dozen request letters were returned due to incorrect or unknown addresses. Finally, program materials were simply not received in one-third of the cases where program contacts agreed to send them.

The materials uncovered by using the foregoing method, together with program materials we had acquired or knew about as a result of working in the delinquency prevention area for many years, were used to construct a classification of program types. Many programs have multiple components that resemble more than one category in a classification.

The Taxonomy

This work helped to develop a comprehensive classification of prevention activities in schools consisting of 24 categories and nearly 300 subcategories. We sought to provide a category to describe each important aspect of any problem-behavior-prevention program (in other words, to provide an exhaustive set of categories). Our aim was to provide a set of descriptors for prevention activities each of which falls in one and only one category (exclusiveness). The taxonomic principles or rules for identifying an activity as an instance of a type were spelled out in a brief statement, so that identifying a program or activity by category name should provide an efficient method for communicating about the program's characteristics. The development of the taxonomy involved an iterative process as we tried to identify instances of specific prevention activities using the emerging classification.

We wished to distinguish the *objectives* of an activity or program from the characteristics of the activity or program itself. Therefore, a separate classification of potential objectives was developed. The complete taxonomies for activities and for objectives are shown in Appendix D. Table 3.2 summarizes the classification of activities by listing the major categories. Both of these classifications can be supplemented by other classifications – e.g., age or ethnic group of target population.

Table 3.2
A Classification of Prevention Activity

0	Information
1	Prevention curriculum, instruction, or training
2	Use of cognitive-behavioral or behavioral modeling methods of training or instruction
3	Behavioral or behavior modification interventions not specified above
4	Counseling/social work/psychological/therapeutic interventions not specified above
5	Individual attention interventions not specified above
6	Recreational, enrichment and leisure activities not specified above
7	Referral to other agencies or for other services not specified above
8	Interventions that change instructional or classroom management methods or practices not specified above
9	Interventions that change or maintain a *distinctive culture or climate* for inhabitants' interpersonal exchanges – or communicate norms for behavior
10	Intergroup relations and interaction between the school and community or groups within the school
11	Rules, policies, regulations, or laws about behavior or discipline or enforcement of such
12	Interventions that involve a school planning structure or process – or the management of change
13	Reorganization of grades, classes, or school schedules
14	Security and surveillance interventions within school and boundary – except school uniforms
15	Interventions that exclude weapons or contraband, except rules disallowing weapons or contraband
16	Interventions to alter school composition
17	Family interventions (other than home-based reinforcement)
18	Training or staff development intervention not specifically directed at an intervention specified above
19	Removing obstacles or providing incentives for attendance
20	Architectural features of the school
21	Treatment or prevention interventions for administration, faculty, or staff – or employee assistance programs
22	Other intervention not specified above
23	Not specified intervention

The taxonomies of activities and objectives were constructed to provide for the classification of programs that were observed, not just theoretical programs. For this reason they allow for the classification of activities that may have little or no plausibility as approaches to reducing problem behavior. For example, there is scant reason for believing that the provision of a modest amount of recreational activity will take a big bite out of crime. But there are many such programs being operated that are regarded by those who operate or support them as delinquency or drug prevention programs. Similarly, there is little evidence that would suggest that targeting low self-esteem or alienation will be fruitful approaches to the prevention of problem behavior (D. Gottfredson, Harmon, Gottfredson, Jones, & Celestin, 1999). But many who operate programs believe that (a) their programs will increase self-esteem and (b) that this is a useful route to the prevention of problem behavior. To study such activities, they must be classified, and so they are included in our taxonomy.

The relation of some categories in the taxonomy to problem behavior is obvious. For instance, instruction in ways to avoid problem behavior, behavior modification, or the use of rules and disciplinary practices are linked to the prevention or reduction of problem behavior in an obvious way. But we know from making presentations about this research in progress that some persons are puzzled by some of the categories in the classification, so it is useful to consider briefly how some activities that fall within the categories are related to the prevention of problem behavior. Criminologists sometimes ask why improvements to classroom management or instruction might be related to delinquency. One answer is that disorderly classrooms provide opportunities for students to get into trouble, that school safety and classroom orderliness are correlated (G. Gottfredson, 1984/1999). Disorderly classrooms may also contribute to the development of patterns of delinquent behavior by making disruptive behavior salient and providing visible social rewards for such behavior. Interventions to improve instruction or classroom management have been found in some research to produce reductions in problem behavior (D. Gottfredson, 1997; D. Gottfredson et al., in press).

Criminologists also sometimes ask why school reorganization could be related to delinquency. Educators sometimes arrange schools into smaller units, for example forming schools within a school or separating the grade levels in different parts of the school or on different floors, to help reduce problem behavior. It is common, also, for some middle schools to have separate stairways for students in the different grades, and many believe that this reduces problem behavior. One rationale sometimes offered for such practices is that the smaller groups produced bring each adult into continuing contact with a smaller number of students, whom they can more easily recognize and who may become more attached to the adults. Class schedules are sometimes arranged to give students less time between classes, more time between classes, or have different groups of students in the hallways, playgrounds, or eating areas at different times, thus reducing opportunities or provocation for fighting or other problem behavior. Such arrangements may reduce problem behavior (D. Gottfredson et al., in press).

Architectural design features of schools may be related to school safety and the prevention of problem behavior in part because of the opportunities they provide for surveillance of activity in the school. Some schools are designed so that all persons entering the school are easily visible from the school office, and all of the hallways can be observed from a point near the office door. Others are built with multiple entrances not visible from the office; some schools are built with four stories and a rectangular arrangement of hallways so that observing all hallways would require 8 observers. Efficient architectural arrangements for promoting security were described by Bentham in 1791 (*Panopticon or the Inspection House*) and 1798 (*Proposal for a New and Less Expensive Mode of Employing and Reforming Convicts*) (see Bentham, 1995, and Sample, 1993). In central cities where school enrollment has declined, some schools wall off portions of the building to prevent unobserved access to unneeded space by students or others.

Finally, reflection will imply that arrangements that alter the composition of the studentry are obvious ways to influence school safety and levels of problem behavior. Some schools are selective, admitting only students who meet certain academic or behavioral criteria. Others (such as some alternative schools or schools for delinquent youths) are intended to serve students who display a great deal of problem behavior. Some schools accept the enrollment of students who are not wanted in other schools in order to keep their enrollments (and thus staffing levels) up.

The taxonomy was developed in part by collecting descriptions of programs and practices in the manner described earlier in this chapter. The first application of the taxonomy is in describing what programs were gleaned through this process. This provides a way of summarizing the characteristics of programs that are "marketed" by technical assistance organizations, government agencies, and others. This description is presented next.

Most Common Program Types Marketed

The 139 marketed program descriptions obtained as a result of our requests (described earlier) were classified using the full taxonomy. Programs were coded according to their major activities, and each program could be assigned multiple codes if it incorporated activities falling in several categories. Sixty-seven percent (67%) of the programs in this sample use group instruction, making it the most commonly promoted program feature. Group instruction involves teaching students factual information, and sometimes attempts to increase students' awareness of negative social influences and prepare them to respond appropriately to harmful situations. These programs are often conducted in a classroom setting with teacher lectures, group discussions, and demonstrations. Workbooks, worksheets, textbooks, audiovisual materials, etc. are often used. Although marketed programs use a variety of program strategies, the predominant feature is the prevention curriculum. As will become apparent in a following section, this type of activity is also the most commonly used prevention activity in the nation's schools. The marketed programs retrieved in our harvest are described more fully in Table 3.3.

Table 3.3
Percentage of Marketed Programs Using Various Program Features

Program Features	Percentage Using Feature	Program Features	Percentage Using Feature
Group Instruction	67	Cognitive Behavioral Training	18
Communication of Norms	29	Behavior Modification	11
Counseling	26	Referral to Other Agencies	9
Recreational Activities	25	Staff Training & Development	9
Rules & Regulations	24	Changes to School Management	7
Individual Attention	22	Security & Surveillance	7
Family Management Strategies	21	Providing Attendance Incentives	4
Changes to Classroom Management	19	Exclusion of Weapons & Contraband	1
		Alteration of School Composition	1
Interaction Between School & Community	19	Reorganization of Grades/Classes	1

Note. *N* = 139. Percentages do not sum to 100 because activities were sometimes classified into multiple categories.

Prevention Activities in the National Sample of Schools

This section describes the distribution and extent of prevention activities and arrangements to reduce or prevent problem behavior or promote a safe and orderly environment in the national sample of schools. We obtained initial information about these activities from principals in our Phase 1 surveys. Principals completed a screening questionnaire to elicit information about activities and arrangements of all types. For fourteen categories of activity, principals were asked to name the activity or program and to designate one or two individuals who could provide further information. In Phase 2 surveys we obtained additional detailed information from the designated individuals about a sample of those programs. The 14 types of activities about which we sought detailed information from designated individuals in Phase 2 are more "program-like" than the activities, practices and arrangements from which we sought information only from the principal. Activities in these 14 categories tend to be more discretionary in nature than the school-wide arrangements about which we asked only the principal to report. For example, a school may have or not have counseling or a planning team, but all schools have rules, a physical environment, and ways of handling discipline.[3] We regarded the principal as the best source of information about most school-wide activities and arrangements such as school rules, discipline policies, and architectural arrangements. We asked the principal about these arrangements in the Phase 1 and 2 questionnaires.

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[3] Some things about which we asked only the principal are also discretionary. Of course it is possible for schools to elect not to provide any information about drugs or safety, for example. But we elected not to obtain detailed information from designated individuals about the provision of information.

This section begins by describing school-wide activities and arrangements that are presumed to be pertinent in all schools and about which our information is derived from principal questionnaires. Then information about the 14 kinds of "discretionary" activities which may or may not be applied in schools is summarized. This section focuses on how much activity occurs. The following section begins to address the issues of program quality and intensity.

School-wide Activities and Arrangements

We asked about certain school-wide activities and arrangements in the Phase 1 Principal Screening Questionnaire (completed in Spring, 1997), which asked the principal what activities and arrangements to reduce problem behavior or create a safe and orderly environment were applied in the school. For example, principals reported on the use of practices that influence studentry composition, scheduling practices, and architectural arrangements. The information presented here in narrative form is based on data from the 848 schools participating in Phase 1. Tables detailing the percentage of schools using each of these practices, usually by school level and location, are shown in Appendix H. Characteristics of school disciplinary practices were described by principals in the Phase 2 Principal Questionnaire (completed in Spring, 1998). Results are based on data from the 636 schools for providing information in Phase 2. Tables are shown in Appendix H.[4]

Provision of information. Between 78% and 92% of schools at all levels report providing isolated information about alcohol, tobacco, or other drugs. The detailed percentages are shown in Appendix Table H3.1. Although research has usually failed to produce evidence of effectiveness of the isolated provision of information, the high percentages of use of this approach are not surprising given the obvious permeation of schools and the media with anti-drug messages. Smaller percentages of schools provide information about violence (62%) or accidents (56%). Information about risky sexual behavior is provided by 30% of elementary schools, 70% of middle schools, and 79% of high schools.

Reorganization of grades, classes, or school schedules. Principals reported using a number of organizational arrangements to prevent problem behavior or promote school orderliness. Education researchers sometimes call these arrangements "school organization" characteristics. Table H3.2 shows which are often employed with the intent of preventing problem behavior and which are less often employed.

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[4] Appendix tables show confidence intervals or standard errors that take the complex sample design into account. Readers should place more dependence on the standard errors or confidence intervals reported in the tables than on significance levels.

The most frequently used school organizational arrangement is what educators call "heterogeneous grouping," that is, placing students who differ in conduct or ability together. Heterogeneous grouping, which 69% of schools report using to prevent behavior problems, is viewed by many educators and educational researchers as desirable because it avoids putting all difficult to manage or educate students together in groups, and it allows low achieving or behavior problem students access to their faster learning peers and more orderly classrooms. Despite this, 30% of schools report that they *do* group by ability and 13% *do* group by effort or conduct with the intention of preventing problem behavior. Some evidence implies that more (rather than less) problem behavior may occur when youths displaying relatively high amounts of problem behavior are grouped together (Dishion, McCord, & Poulin, 1999).

Particularly in middle schools, principals report extensive use of "houses" or "teams" which generally means that a group of teachers is expected to have more familiarity and contact with a subset of students in the school. The use of a school-within-a-school – also more common in middle schools than in schools at other levels – is also an arrangement intended to provide smaller, more intimate, environments. Such arrangements may reduce problem behavior (D. Gottfredson et al., in press).

Incongruously, 30% of principals report the use of stringent criteria for grade-to-grade promotion and 13% report relaxed promotion criteria as a way of reducing problem behavior. Among high schools, 43% of principals indicate that stringent promotion criteria are used to reduce or prevent problem behavior. Previous research implies that considerable dropout occurs in the early high school years, and that the behavior of the students who remain in school tends to be better than those who leave (G. Gottfredson, 1981). In middle school grades, where dropout is usually technically illegal, relaxing promotion criteria, which is reported by 26% of these schools' principals, may be a way of promoting students who display problem behavior on to a high school. Fewer high school principals (8%) report relaxing promotion criteria.

Nearly a third of principals indicate that they decrease class size as a way of reducing problem behavior. This suggests that problem behavior is costly, because small class sizes mean more classrooms and more teachers. Although not common, some schools segregate students by sex to reduce problem behavior.

Altering school composition. One way for a school to avoid problem behavior is to avoid having students who are likely to engage in it. Conversely, one likely way to increase the level of problem behavior in a school is to concentrate youths whose behavior has proven troublesome in that school. In the Phase 1 principal questionnaire we asked principals to indicate which of several activities or arrangements influence who attends their school. Some of these arrangements would tend to attract academically-oriented students or students with good behavior, and others would tend to attract students who have displayed problem behavior in the past. Table 3.4 shows the percentage of schools employing each of 11 practices that influence student body composition. The most common practice cited by principals is, not surprisingly, attempting to have attractive educational programs, which was cited by 27% of principals.

Table 3.4

Percentage of Schools Using Each of Several Activities or Arrangements That Influence Student Population

Practice	%	95% CI	*n*
Specialization in attractive educational programs such as science, music, technology	27	24.0 - 31.0	833
Assignment of students with academic or learning problems *to this school*	23	20.0 - 26.8	837
Assignment of students with educational or behavioral problems to *other schools*	22	19.1 - 25.6	835
Admission fees or tuition	21	17.9 - 24.6	837
Assignment of students with behavior or adjustment problems *to this school*	19	16.3 - 22.6	837
Student recruitment programs	14	11.5 - 16.9	839
Selective admissions practices (e.g., high test scores, good conduct, high grade average, or other entry requirements)	14	11.5 - 16.6	836
Preference for students of a particular religion, faith, culture, ethnicity, or political inclination	12	9.4 - 15.0	841
Scholarships or tuition waivers	12	9.4 - 14.8	839
Assignment of students under court or juvenile services supervision *to this school*	10	7.7 - 11.8	834
Another practice or arrangement that influences the composition of the school's student population	11	8.6 - 13.5	823

Note. % = weighted percentage; 95% CI = 95% confidence interval; *n* = unweighted number of respondents.

Almost equal percentages of principals report that problem students are referred *to* the school and *from* the school to other schools (19% to 23% of principals report these practices).

A fifth (21%) of schools charge admission fees or tuition, and this practice is much less common in middle schools (8%) than among elementary (20%) or high (32%) schools. Details shown in Appendix Table H3.3 reveal that middle schools less often use student recruitment or selective admissions practices than do schools at other levels.

To assess the extent to which schools are selective in their recruitment or admission of students or to which they are repositories for problem children, we composed two scales from items in our first principal questionnaire. A Selectivity scale is based on reports that schools actively recruit students, have selective admissions practices, prefer students of particular religion or other characteristics, have admission fees or tuition, or make use of scholarships or tuition wavers. A Problem Student Magnet scale is based on reports that students with behavior or adjustment problems are assigned to the school, students under court or juvenile services supervision are assigned to the school, or students with academic or learning problems are assigned to the school. The scores are expressed as T-scores (mean = 50 and standard deviation = 10 for schools), and detailed information about the distribution of selectivity is displayed in the top panel of Appendix Table H3.4. Urban and suburban high schools earn high scores on this index on average and tend to have a high standard deviation on the index. In other words, it is relatively common for urban and suburban high schools to attempt to influence the composition of their student membership by engaging in selective practices, but there is considerable variability in this practice among such schools.

Selectivity is not a win-win proposition for schools. Schools that are unable to be selective or that do not attempt to be selective may tend to develop student populations who engage in higher levels of problem behavior. Variability among schools, particularly high schools, in selectivity may help to explain some of the variability in school disorder. Appendix Table H3.4 does not reveal a particularly steep gradient by level or location for the Problem Student Magnet scale, however.

Treatment or prevention interventions for administration, faculty or staff. A moderately large percentage of schools seek to prevent problem behavior and promote a safe environment by providing treatment or prevention services for administrators, faculty, or staff. Appendix Table H3.5 shows estimates that alcohol, tobacco, or other drug treatment or prevention services are provided by 59%, anger management or self control training by 51%, and other health or mental health services by 62% of urban middle schools.

Architectural features. A class of arrangements that involve architectural or structural features of the school are also involved in school efforts to promote safety and reduce problem behavior. Table 3.5 shows that food service facilities dominate this category. (Details are shown in Appendix Table H3.6 for practices that may differ by both level and location.) This is not surprising, because during lunch periods large numbers of youths are apt to congregate in a single area and seek food at the same time. Kenney & Watson (1996) have described an intervention in which multiple lunch lines were put in place to reduce conflict in a single line. Among urban elementary schools, 54% use gates, fences, walls or barricades outside the building to promote safety or prevent problem behavior. In contrast, 25% of rural middle schools and 27% of rural high schools use gates, fences, walls, or barricades (see Appendix Table H3.6). Secondary schools, in particular, sometimes close or block off sections of the school building; 21% of middle schools and 28% of high schools engage in this practice.

Table 3.5

Percentage of Schools Using Architectural Design or Structural Features to Prevent Problem Behavior or Promote School Orderliness, by School Level

	Elementary (*n* = 273-285)		Middle/Junior (*n* = 272-283)		High (*n* = 257-269)		Total (*N* = 802-837)	
Design or structural feature	%	95% CI	%	95% CI	%	95% CI	%	95% CI
Food service facilities or arrangements that promote safety or orderliness	67	61-73	68	62-74	57	50-63	64	61-68
Physical arrangements for regulating traffic flow within the building	41	35-46	45	39-51	36	30-43	40	36-44
Gates, fences, walls, barricades outside the building [a]	43	38-49	29	24-35	32	26-38	39	35-43
Activity space or facilities designed to prevent problem behavior	27	22-33	35	29-41	30	24-37	29	26-33
Closed or blocked off sections of the building [b]	11	7-15	21	16-26	28	23-34	17	14-20
Other architectural or physical design features	5	2-8	11	7-14	7	4-11	6	4-8

[a] Percentages differ by both location and school level at the nominal $p < .01$ level of significance.

[b] Percentages differ by school level at the nominal $p < .01$ level.

School Discipline

In the Phase 2 Principal questionnaire, we asked for reports about school rules, policies, regulations, laws, and enforcement. We asked about these activities in considerably more detail than we asked about other school-level activities because prior research (G. Gottfredson and Gottfredson, 1985; G. Gottfredson, 1984/1999) indicates that clarity of school rules and consistency in their enforcement is related to the level of school disorder. Also, national media attention has focused recently on certain school policies and practices thought by some observers to be effective for reducing drugs, violence and disorder. These include uniforms (Wingert, 1999), metal detectors (Aleem & Moles, 1993), drug searches (Davis & Wilgoren, 1998), and so-called "zero tolerance" policies (Associated Press, 1999; Breckenridge, 1998; Churchill, 1998; Gabor, 1995). There is little or no useful research on the extent or usefulness of these practices.[5]

Less media attention has focused on some of the more routine or mundane things schools do to regulate student behavior, such as recognizing or praising students for desirable behavior or using ordinary social controls – often minor forms of punishment – to discourage misconduct. In this section, we first review information about formal school rules, regulations, and responses to student conduct. Then we review information about ordinary social responses to student conduct.

School Rules

Nearly all schools have formal written rules or policies about the time for student arrival at school, drugs, and weapons, as Table 3.6 shows. In addition, 75% or more of the schools have such written policies related to dress, visitor sign-in, students leaving campus, and hall wandering or class-cutting. Dress codes and rules about student mobility are less common at the elementary school level. Rules about carrying items or wearing clothing in which drugs or weapons could be concealed are more common at the middle school level. Visitor sign-*out* is a written policy far less often than visitor sign-*in*, and the requirement that visitors sign out is less common in high schools and is more common in suburban areas (Appendix Table H3.7). Twenty-six percent (26%) of the nation's schools report having formal written policies about uniforms, but uniform policies are found in a much smaller percentage of rural schools than in urban and suburban schools. For example, 48% of urban elementary but only 8% of rural

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[5] A report by Murray (1997) purports to assess the impact of school uniforms on school climate. The report provides no useful information, however, because it simply compares one school requiring uniforms and one not requiring uniforms that also differ in many other ways. For example they also have different principals, different counselors, etc. The largest difference between the two schools (ES = .39) was for a scale which contains items such as "teachers or counselors help students with personal problems" and "teachers and counselors help students plan for future classes and for future jobs." If differences between the two schools were to be interpreted as effects of uniforms, it is not clear why uniforms would have their largest effect on students' ratings of counseling.

Table 3.6

Percentage of Schools with Formal Written Rules or Policies About Discipline by School Level

	Elementary (*n* = 206-219)		Middle/Junior (*n* = 213-222)		High (*n* = 179-194)		Total (*N* = 605-633)	
Formal written policy about:	%	95% CI	%	95% CI	%	95% CI	%	95% CI
Time for student arrival at school	98	95-99	98	95-99	97	94-99	98	96-99
Drugs	92	88-97	100	98-100	98	95-100	95	92-98
Weapons	94	89-98	98	96-100	93	88-97	94	91-97
Dress Code [a]	82	76-87	92	88-95	93	89-96	86	82-89
Visitor sign-in and registration	86	81-92	88	82-94	78	72-85	85	81-88
Students leaving the campus during school hours (e.g., at lunch) [a]	71	65-78	95	91-97	94	89-97	80	76-84
Hall wandering or class cutting [a]	62	54-68	95	88-100	95	90-98	75	70-79
Visitor sign-out [b]	74	67-80	74	67-81	55	48-63	69	64-74
Carrying items or wearing clothing in which drugs or weapons could be concealed [c]	39	32-46	62	56-69	42	35-50	43	38-48
Uniform	28	23-35	21	14-28	21	14-27	26	21-30

Note. 95% CI = 95% confidence interval. *n* = unweighted number of respondents.

[a] Elementary differs from middle and high, $p < .01$.

[b] High differs from elementary and middle, $p < .001$.

[c] Middle differs from elementary and high, $p < .001$.

elementary schools report having uniform policies. Finally, the number of these written rules or policies also varies by school level (refer to Appendix Table H3.8), with middle schools reporting the more kinds of written rules than elementary or high schools.

It is important not only to have clear rules about student behavior, but also to communicate these rules to all relevant parties. The vast majority of schools report distributing printed copies of the schools' disciplinary policy to teachers (99%), students (96%) and parents (96%). Parents of high school students are less often provided with printed discipline policies, as are rural parents (see Appendix Table H3.9). The main exception to nearly universal distribution of printed policies is the 13% of high schools who report not providing parents with printed copies of school discipline policies in the current year.

The phase 2 principal questionnaire asked for information about the current use or development of a variety of sound disciplinary procedures or practices. These included the maintenance of records, communication of rules or consequences, use of printed forms or other mechanisms for identifying and recording rule violations, use of specific methods for documenting due process, a system for investigating student circumstances, active specification of consequences for behavior, active development or modification of a discipline code, and student involvement in discipline. The majority of schools report the use of most of these procedures or practices. For example, 92% of schools report maintaining records of student conduct using forms, files, or computers. And, 72% of principals report that their discipline policies are under active development. The only practice about which we inquired that is not used by the majority of schools in the active involvement of students in the development of school discipline policies and procedures – reported by 46% of schools. Elementary schools less often report involving students in the development or modification of school rules, rewards, or punishments than do middle and high schools. Details are presented in Appendix Table H3.10. Notable differences in practices are not generally observed across school location, but rural schools less often reported using forms or other systems for identifying and recording rule violations when they occurred.

Responses to Student Behavior

Desirable behavior. Although some educators focus on rules and responses to misconduct when thinking about establishing and maintaining school safety and reducing problem behavior, it is generally also useful to consider arrangements or practices that tend to increase desirable behavior. Accordingly, the Phase 2 principal questionnaire asked for reports about the use of a range of potential responses to desired student conduct. Table 3.7 shows that the vast majority of schools – 81% to 96% – report the use of most of the social, activity, and materials reinforcers about which the questionnaire inquired. Many (61%) also reported using token reinforcers, which are coupons, tokens, or scrip that can be redeemed for backup reinforcers. (Appendix Table H3.11 shows details about the percentage of schools at different levels using each of a variety of responses to desirable student conduct.) The use of most types of positive reinforcers for desirable behavior is considerably less common at the senior high level. For example, 93%

of elementary schools report use of activity reinforcers (access to games, free time, library, playground) compared to 83% of middle schools and 64% of high schools. Only 8% of schools use money as a reward, although 18% of middle schools report the use of this reinforcer.

Table 3.7
Percentage of Schools Using Specific Responses to Desirable Student Conduct

Response	%	95% CI
Informal recognition or praise (e.g., happy faces, oral praise, hugs)	96	94-97
Formal recognition or praise (e.g., certificates, awards, postcard to the home, non-redeemable tokens)	95	92-97
Job or privilege reinforcers (e.g., allowing student to erase chalk board, help the teacher, decorate a class)	87	85-90
Activity reinforcers (e.g., access to games, free time, library, playground)	84	81-87
Social rewards (e.g., lunch with a teacher, parties, trips with faculty)	82	78-85
Material rewards (e.g., food, toys, supplies, etc.)	81	77-85
Redeemable token reinforcers (e.g., coupons, tokens, or paper "money")	61	56-65
Other response to desirable behaviors	42	33-51
Money	8	6-11

Note. Unweighted number of respondents ranges from 624 to 626. 95% CI = 95% confidence interval for percentage.

Undesirable behavior. Schools also employ a variety of responses to *undesirable* student conduct, and percentages are reported in Table 3.8. The most commonly reported responses to misconduct are mild forms of social control such as notifying parents (100%), talking to the student (100%), conference with parents (100%), oral reprimand (99%), brief exclusion from class (94%), and short-term withdrawal of a privilege (93%). More punitive responses such as suspension from school (reportedly used by 89%), restitution (86%), after-school detention (72%), and work assignments (70%) are also very common. Among the least common responses schools make are corporal punishment (17%) and Saturday detention (25%). Appendix Table H3.12 shows detailed results.

The use of most kinds of responses tends to be reported more often in middle schools, most likely as a response to the higher level of discipline problems observed there. For example, the long-term (more than 5 days) withdrawal of a privilege (e.g., riding the bus, playground access, participation in athletics, use of the library) is reported by 57% of elementary schools, 91% of middle schools, and 80% of high schools.

Some approaches to discipline about which there appears to be current interest among educators and delinquency prevention professionals are used by relatively few schools. Peer mediation was reportedly used by 51% of schools, community service by 46%, and student court by 6% of schools.[6]

Table 3.8
Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response	%	95% CI
Notifying parents about student's behavior	100	–
Conference with a student	100	–
Conferences with student's parents/guardians	100	–
Oral reprimand	99	98-100
Brief exclusion of students from attendance in regular classes (e.g. in-school suspension, cooling off room)	94	92-96
Short-term (5 days or less) withdrawal of a privilege (e.g., riding the bus, playground access, participation in athletics, use of the library)	93	90-95
Suspension from school (the exclusion of students from membership for periods of 30 days or less)	89	86-93
Restitution (requiring a student to repay the school or a victim for damages or harm done)	86	82-89
Sending student to school counselor	85	81-89
Written reprimand	81	77-85
Probation (a trial period in which a student is given an opportunity to demonstrate improved behavior)	75	71-80
Calling or notifying the police	74	70-79
Brief exclusion from school not officially designated suspension (e.g., sending students home with permission to return only with a parent)	74	70-78
After-school detention	72	67-77
Work duties, chores, or tasks as punishment	70	66-74
Long-term (more than 5 days) withdrawal of a privilege (e.g., riding the bus, playground access, participation in athletics, use of the library)	67	62-72
Writing assignments as punishment	62	58-67
Transfer to one or more different classes within the school	61	57-66
Expulsion from school (the exclusion of students from membership for periods of time over 30 days)	57	53-62
Peer mediation	51	46-56

continued . . .

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[6] In the phase one principal survey even smaller percentages of schools reported prevention activities involving youth regulation of misconduct. Different questions produce different estimates, but they nevertheless converge in implying that these approaches are not used as widely as are others.

Table 3.8 *(continued)*

Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response	%	95% CI
Charging student with a crime	51	46-55
Court action against student or parent	48	43-52
Community service	46	41-50
Mandatory participation of ***student*** in a special program	44	39-48
Transfer to another school	37	33-42
Saturday detention	25	21-28
Other method of removal of students displaying problem behavior from the school	24	20-28
Corporal punishment (e.g., paddling, spanking, striking)	17	13-20
Mandatory participation of ***parent*** in a special program	15	11-18
Other response to misbehavior	10	7-13
Student court	6	4-8
Informal physical responses (administration of discomfort through rubbing, squeezing, pulling, or the like)	2	1-3

Note. Unweighted number of respondents ranges from 622 to 632. 95% CI = 95% confidence interval for percentage.

In general, more severe responses (e.g., expulsion from school, Saturday detention, and calling the police) are used more often in secondary than elementary schools. Corporal punishment is reported much more often in rural (27%) than in suburban (6%) or urban (9%) schools. It is used least in Catholic schools and most in private schools.[7]

Suspension and expulsion. Schools suspend or expel students for misconduct ranging from truancy to possession of a weapon. For each of a range of offenses, principals were asked to indicate if they suspend or expel students automatically, usually after a hearing, or not usually. Results are displayed in Figure 3.1 (detailed tabulations are contained in Appendix Table H3.13). Schools are very likely to suspend or expel a student for possession of a gun, drugs, alcohol, or a knife. Suspension or expulsion occurs automatically or usually (after a hearing) in 91% or more of schools in response to these offenses. Suspension or expulsion for physical fighting, possession of tobacco, and use of profane or abusive language are also common, but are not usually "automatic."

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[7] Although the sample contained only small numbers of Catholic ($n = 46$) and private ($n = 50$) schools that provided information on corporal punishment, private schools used more corporal punishment than public ($p < .04$) and Catholic ($p < .001$) schools. No Catholic school reported the use of corporal punishment. Among the 35 responding private high, vocational or comprehensive schools, 15 (unweighted) reported the use of corporal punishment.

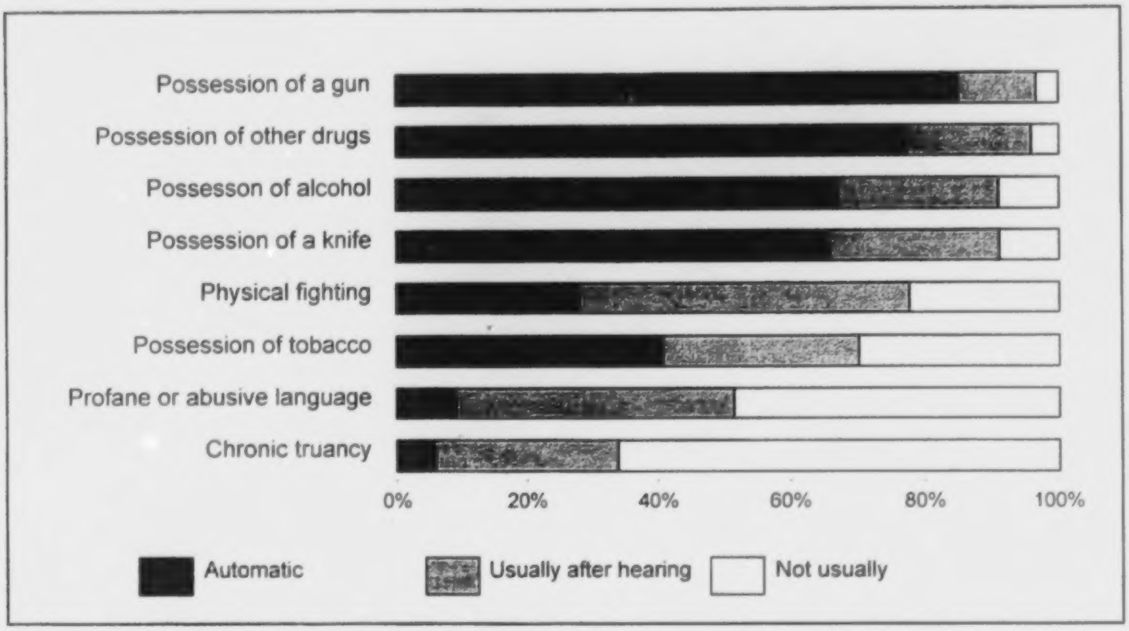

Figure 3.1 School Use of Suspension or Expulsion in Response to Specific Behaviors

As with most disciplinary responses, use of suspension or expulsion tends to be reported by larger percentages of middle schools than elementary or high schools. But Figure 3.2 shows that while secondary schools report responding to fighting and chronic truancy with suspension or expulsion more than do elementary schools, they report responding with suspension or expulsion to the possession of tobacco less than do elementary schools.

The large percentage of schools reporting the "automatic" suspension or expulsion of students is surprising. United States Supreme Court decisions in *Wood v. Strickland* (1975) and *Goss v. Lopez* (1975) imply that some degree of due process is required even for short-term out-of-school suspensions. Hearings for brief suspensions need not be elaborate or formal, but students must be notified of what they are accused of having done, told what evidence or information led the administrator to determine that the student violated a school rule, and be given an opportunity to respond. In the case of suspensions for over 10 days or of expulsions, hearings must be more formal. Written, specific, and timely notice of the charges and of a hearing were found to be required by the Supreme Court of Kansas in *Smith v. Miller* (1973). The Supreme Court of Montana also found that the charges must be specific in *Board of Trustees of Billings School District No. 2 of Yellowstone County v. State of Montana* (1979). In these more formal hearings, a student has a limited right to confront or cross-examine witnesses, according to the U. S. District Court for Arkansas in *Dillon v. Pulaski County Special School District* (1978).

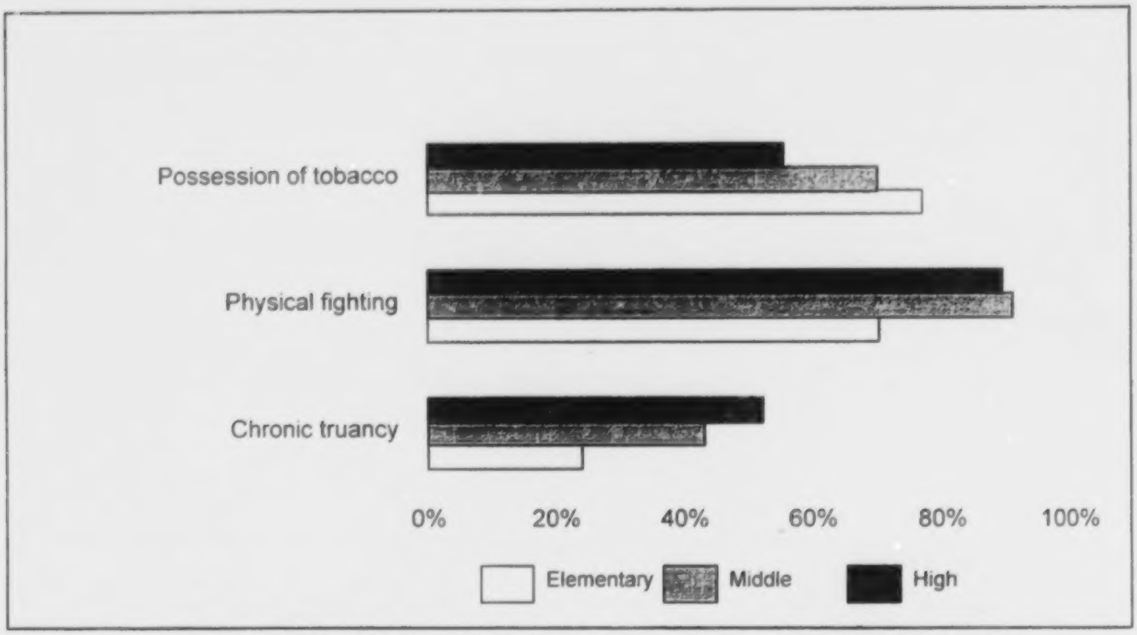

Figure 3.2 Percentage of Schools Reporting Use of Suspension or Expulsion for Specific Behaviors, by School Level

Further clarification of what responding principals mean by "automatic" suspension or expulsion would be helpful. Response options presented to respondents in the principal survey included "usually after hearing," which would suggest that when the "automatic" option was selected respondents are indicating that the response occurs without a hearing. Many school districts now post student handbooks or district policies on a Web site, so it is possible to examine what these documents say about suspension or expulsion for various offenses. These documents (e.g., New Lebanon Middle School, 1999; Tremont Community Schools District 702, 1999) usually do seem to call for appropriate levels of due process. They indicate that suspension or expulsion may result from violation of certain rules, and they spell out due process procedures for suspension or expulsion. It is possible to find evidence of more casual approaches to suspension in examining *school* handbooks. The Mount View Middle School (1997) student handbook makes no mention of a hearing. It states, "If the principal determines that a student is in possession of a weapon, the principal will secure the weapon, suspend the student, notify the respective Director and notify the police. . . . The student will be referred by the principal to the Superintendent for expulsion from the Howard County School System." In contrast the County Discipline Policy (Howard County Public Schools, 1999) states, "Disciplinary action will be taken . . . in accordance with Policy 3431, Discipline. Students who violate this policy may be suspended or expelled." Policy 3431 contains the usual *Goss v. Lopez* prescription for informal and expedited due process.

The Supreme Court's opinion in *Goss v. Lopez* (1975) makes it clear that a *hearing* is required, that the hearing need not be elaborate, and that it should not be delayed.[8] "Due process requires, in connection with a suspension of 10 days or less, that the student be given oral or written notice of the charges against him and, if he denies them, an explanation of the evidence the authorities have and an opportunity to present his side of the story. The [Due Process] Clause requires at least these rudimentary precautions against unfair or mistaken findings of misconduct and arbitrary exclusion from school" (p. 582)

It is evident from the large percentages of principal reporting "automatic" suspension or expulsion, rather than "usually after a hearing" that existing laws do not seem to be tying the hands of school administrators in removing students from school for a range of offenses. The evidence suggests that building-level administrators may treat due process requirements casually. In Goss v. Lopes the Supreme Court noted, "Students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school. In such cases, the necessary notice and rudimentary hearing should follow as soon as practicable" (p. 582). It is hard to understand how possession of tobacco would pose such an ongoing threat that it would require suspension first and hearing later, yet two-thirds of schools indicate that suspension without hearing occurs for this offense.

Discretionary Programs

Certain kinds of prevention activity were the subject of more scrutiny than the school-wide arrangements and disciplinary practices examined so far. These are activities that tend to be more discrete and program-like. They are often considered "programs" by school personnel, and they may have names – although not all are named. These activities fall in fourteen of the categories or subcategories of the classification summarized in Table 3.2 and detailed in Appendix D. The "discretionary" activity types about which detailed information was sought are: (a) prevention curriculum, instruction, or training (including the use of cognitive-behavioral modeling methods of training or instruction); (b) behavioral or behavior modification interventions; (c) counseling, social work, psychological or therapeutic interventions; (d) individual attention interventions; (e) recreational, enrichment, and leisure activities; (f) interventions that change instructional methods or practices; (g) interventions that change classroom management methods or practices; (h) use of external personnel resources for classroom management and instruction; (i) interventions to change or maintain a distinctive culture or climate for interpersonal exchanges, or to communicate norms for behavior; (j) intergroup relations and interaction between the school and community or groups within the school; (k) formal youth roles in regulation and response to student conduct; (l) interventions that involve a school planning structure or process, or the management of change; (m) security and surveillance interventions, including efforts to exclude weapons and contraband; and (n) family interventions.[9]

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[8] The court was concerned with fundamental fairness:

"The prospect of imposing elaborate hearing requirements in every suspension case is viewed with great concern, and many school authorities may well prefer the untrammeled power to act unilaterally, unhampered by rules about notice and hearing. But it would be a strange disciplinary system in an educational institution if no communication was sought by the disciplinarian with the student in an effort to inform him of his dereliction and to let him tell his side of the story in order to make sure that an injustice is not done." (p. 580)

"There need be no delay between the time "notice" is given and the time of the hearing. In the great majority of cases the disciplinarian may informally discuss the alleged misconduct with the student minutes after it has occurred. We hold only that, in being given an opportunity to explain his version of the facts at this discussion, the student first be told what he is accused of doing and what the basis of the accusation is" (p. 582)

"In holding as we do, we do not believe that we have imposed procedures on school disciplinarians which are inappropriate in a classroom setting. Instead we have imposed requirements which are, if anything, less than a fair-minded school principal would impose upon himself in order to avoid unfair suspensions. . . . We stop short of construing the Due Process Clause to require, country wide, that hearings in connection with short suspensions must afford the student the opportunity to secure counsel, to confront and cross-examine witnesses supporting the charge, or to call his own witnesses to verify his version of the incident. (p. 583)

Nature and Extent of "Discretionary" Programs

The 14 kinds of "discretionary" prevention activities were the subject of greater scrutiny than other activities or arrangements described so far. Principals were asked to name up to five different program activities of each type that were currently underway and that were aimed at reducing problem behavior or creating a safe and orderly school environment. These reports (from the Phase 1 Activity Booklet accompanying the Phase 1 Principal Questionnaire for Program Identification), allow us to report not only the number of different types of "discretionary" prevention activities underway, but also how many different distinct activities of these types are in place. The information presented here is based on data from the 874 schools for which we had a response in Phase 1. Principals in these schools named 17,110 prevention activities. The next chapter of this report will describe the *quality* of these activities.

On average, principals reported 9 of the 14 different types of discretionary prevention activities currently underway in their schools. Middle/junior high schools reported more types of activities than elementary or high schools, and rural schools reported fewer types of activities than suburban or urban schools. Means by level and location are shown in Appendix Table H3.14.

The median number of different prevention activities named by principals within the 14 discretionary types about which a detailed inquiry was made was 14. The distribution of the number of activities named is positively skewed, with from 0 to 66 named per school. This median is the number of *unique* prevention activities *named* by the principal. So, for example, a principal may have listed a D.A.R.E. program under both the prevention curriculum and the use of external personnel resources categories. But D.A.R.E. is counted only once for the school. Appendix Table H3.15 details the median number of different prevention *activities* identified by school level and location. Middle/junior highs reported more activities (*Mdn* = 16) than did high schools (*Mdn* = 11); the elementary school *Mdn* = 14. Rural schools reported fewer activities (*Mdn* = 11) than did urban schools (*Mdn* = 15); the suburban school *Mdn* = 14. These figures do not count "additional" programs principals claimed, but which they did not name. For each program category in the Activity Detail Questionnaire, principals were asked to indicate how many additional programs they had if they ran out of spaces on the data collection form, which provided five spaces per category. Counting these claimed but unnamed activities added an average of four programs per school. Amazingly, one school reported 264 program activities when these unnamed activities are counted.

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[9] In Appendix D, list item (h) is a subcategory of interventions that change classroom management methods or practices, list item (k) falls under rules, policies, and regulations about discipline and their enforcement, and list item (a) occupies two categories.

The percentages of schools employing at least one activity in each of the 14 types of discretionary programs are shown in Table 3.9. Not surprisingly, the most popular type of discretionary prevention program in elementary schools entails prevention curriculum, instruction, or training. At the elementary level, 80% of schools report using a curricular or instructional approach to preventing problem behavior. The percentage is lower at the high school level, where 66% of schools report using such an approach. The average school uses 2.0 distinct instructional or curricular activities to prevent or reduce problem behavior. Although the percentage of schools employing an instructional approach is relatively high, we note that almost a quarter of schools (and almost a third of high schools) are *not* using this approach. Evidence implies that cognitive-behavioral social skills training can produce modest reductions in problem behavior (D. Gottfredson et al., in press), so there appears to be potential for broader application of effective approaches to preventing problem behavior.

Counseling, social work, psychological, or therapeutic interventions are also very common, reported by 75% of schools. A somewhat higher percentage of middle schools (83%) reported using this form of intervention to prevent problem behavior than did elementary or high schools (each 74%), but the confidence intervals for these percentages overlap slightly. (Details of the percentages of schools reporting the use of each type of discretionary program are shown in Appendix Tables H3.16 and H3.17, along with confidence intervals for the percentages and the average numbers of activities reported.) There is a tendency for most discretionary program types to be represented in a larger percentage of middle schools than of schools at other levels. For example, 70% of middle schools but 65% of elementary and 57% of high schools use behavior modification or behavioral programming to prevent or reduce problem behavior, and 62% of middle schools but 41% of elementary and 40% of high schools report involving youths in regulating and responding to student conduct. An exception to the observation that larger percentages of middle schools than other schools report use of activities is that the percentage of elementary schools reporting the use of prevention curricula and external personnel resources are higher than corresponding percentages for secondary schools – significantly higher than the percentages for high schools. This may be due to the more extensive use of classroom aides in

Table 3.9

Percentage of Schools Using Each Type of Discretionary Prevention Activity, by School Level

	Percentage for:			Total N=874	
Type of prevention activity	Elem. n=301	Middle n=301	High n=272	%	Mean Number
Prevention curriculum, instruction, or training (including the use of cognitive-behavioral modeling methods of instruction)	80	77	66	76	2.0
Counseling, social work, psychological or therapeutic interventions	74	83	74	75	1.4
Use of external personnel resources for classroom management and instruction	76	73	63	72	1.4
Interventions to change or maintain a distinctive culture or climate for interpersonal exchanges, or to increase adherence to norms	66	74	59	66	1.6
Behavioral or behavior modification interventions	65	70	57	64	1.2
Recreational, enrichment, and leisure activities	61	73	66	64	1.7
Interventions that change instructional methods or practices	64	66	54	62	1.3
Individual attention interventions, e.g., mentoring/tutoring	55	64	63	58	1.1
Intergroup relations and interaction between the school and community or groups within the school	56	68	54	57	1.5
Interventions that change classroom management methods or practices	59	63	51	57	1.0
Interventions that involve a school planning structure or process, or the management of change	57	67	52	57	1.1
Security and surveillance interventions, including efforts to exclude weapons and contraband	51	66	57	55	1.2
Family interventions	59	60	42	55	1.0
Formal youth roles in regulating and responding to student conduct	36	55	42	40	.6

Note. *n*s are unweighted number of respondents. Table shows percentages reporting at least one activity for each type of activity.

elementary schools as well as the more frequent presence of Drug Abuse Resistance Education or other curricula in elementary schools.

For some types of activities, smaller percentages of rural schools than of urban schools report using the activity (see Appendix Table H3.17). For example, a smaller percentage of rural schools than of urban schools report having mentoring programs to prevent or reduce problem behavior (50% versus 69%), activities to promote intergroup relations or interaction between the school and community (49% versus 66%), and security or surveillance programs (46% versus 61%).

Summary: Discretionary Programs. A very large percentage of the schools use each type of "discretionary" prevention activity. The percentages range from 40% for programs involving youth in the regulation of student conduct to 76% for prevention curricula.

Multi-component and "Packaged" Programs

Multi-component programs are those that include more than one type of prevention activity (e.g., a prevention curriculum in combination with activities to change school norms; or tutoring along with a behavior modification intervention). "Packaged" programs are "off-the-shelf" or "canned" programs that are marketed to schools. Multi-component programs are of special interest because there are multiple "risk factors" or statistical predictors of problem behavior. Therefore there is reason to believe that multi-component programs may address causal factors more comprehensively than do interventions directed at single risk factors (see Conduct Problems Prevention Research Group, 1999a, 1999b). Packaged programs are of special interest because (a) they may be held out to consumers as products that are effective in reducing problem behavior, (b) development work may have gone into producing a product that is easy to implement, (c) they may make it easier for local implementers to apply standardized programs, or (d) they may be difficult to adapt to fit local conditions. It can be argued that without adaptation, the feasibility or appropriateness of canned programs may be limited. Conversely, it can be argued that adaptation may introduce changes that limit program effectiveness. Because they are of special interest, information about multi-component and packaged programs is described in this section.

Multi-component programs. All told, principals named 17,110 prevention activities in the Activity Detail Questionnaires. Of these, 17% were multi-component programs. Reviews of school-based prevention programs (Elias et al., 1994; Hawkins et al., 1998) have suggested that programs targeting several risk factors for problem behavior and programs targeting several different domains of student life can be expected to be more potent. Of the nearly 3,000 (2,871) multi-component programs named in the present survey,[10] most (65%) combined only two different types of activities, but this number ranged up to seven. Certain types of activities tend to be "stand-alone" activities. For example, only 5% of security activities and 6% of recreation activities were also associated with another activity type. Other types tend to be part of a multi-component program: 41% of activities involving youths in the regulation of student conduct were also associated with another type of activity. Appendix Table H3.18 shows the percentage of all activities named in each category that were listed as an activity in at least one other category. Chapter 5 will examine the relative quality of activities implemented as part of multi-component programs compared with similar "stand-alone" activities.

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[10] A multi-component program is a named activity that was listed by the principal under more than one of our 14 discretionary activity types.

Packaged programs. An activity or program was regarded as "packaged" if it was mentioned by a large number of persons completing the activity booklet. Several easily recognized or trademarked programs were identified in this way. Table 3.10 shows the 11 packaged programs identified in this manner and the percentage of schools whose principals reported using each of these programs. Note that the table lists standardized or structured programs, such as D.A.R.E., and G.R.E.A.T., as well as programs which may have relatively heterogeneous content – such as peer mediation and conflict resolution, because a variety of different packages with this designation are marketed by commercial vendors or by school districts. The most widely applied of these programs is clearly D.A.R.E., with 34% of all schools and 48% of elementary schools reporting its use. Peer mediation and conflict resolution programs are the second and third most widely used packaged programs adopted by schools to prevent or reduce problem behavior. The percentage of schools reporting the use of these packaged programs differs by school level: High schools are far less likely to make use of these "canned" programs than are elementary and middle schools. Only 37% of high schools compared to 65% and 67% of middle and elementary schools use these programs. The greater use of packaged programs in elementary schools is due largely to D.A.R.E. Middle/Junior high schools are more likely than others to use peer mediation, with 36% of middle schools compared to 11% of elementary and 13% of high schools reporting the use of peer mediation.

The results summarized in Table 3.10 imply that most elementary and middle schools and many high schools use at least one packaged program, i.e., a program that was developed outside the school and marketed to it in some manner. Chapter 5 will contrast the quality of implementation for these packaged programs with "home grown"programs.

In the Phase 1 Principal Questionnaire and Activity Detail Booklet, principals were asked to name prevention activities in each of 14 categories. The categories under which principals listed specific packaged programs provides some insight into how they view the programs operating in their schools. Different principals listed specific packaged programs in different categories. In addition, a principal sometimes listed a specific packaged program in multiple categories. Table 3.11 shows how principals listed each of the 11 packaged programs. For example, 47% of the listings for Assertive Discipline were under the category "improvements to classroom organization and management" (which is, incidentally, how we would have classified it), and 33% of the listings for Assertive Discipline were under the behavior management category (which also makes sense). Some principals listed this program under prevention curriculum, culture or climate change, or improvements to instructional practices. The observation that 9% listed Assertive Discipline under prevention curriculum suggests that either some principals do not have thorough information about what the program entails, or that their schools implement it in an unusual way. In general, the principal's descriptions of the packaged programs in Table

Table 3.10

Percentage of Schools Using Each Packaged Program, by School Level

	Elementary (*n*=301)		Middle/Junior (*n*=301)		High (*n*=272)		Total (*N*=874)	
Packaged Program	%	95% CI	%	95% CI	%	95% CI	%	95% CI
Drug Abuse Resistance Education (D.A.R.E.)	48	42-54	21	16-26	8	4-13	34	31-38
Peer Mediation	11	8-15	36	30-41	13	9-17	15	12-17
Conflict Resolution	16	12-21	15	11-19	9	5-12	14	12-17
Cooperative Learning	7	5-11	10	7-14	6	3-9	7	5-9
Assertive Discipline	8	5-12	3	1-4	4	1-6	6	4-9
Red Ribbon	4	2-7	6	3-9	4	2-7	5	3-6
Here's Looking at You, 2000	5	3-8	1	0-3	0	0-2	3	2-5
Quest	2	1-5	6	4-9	1	0-3	2	1-4
Students Against Drunk Driving (S.A.D.D.)	0	0-2	2	1-4	5	2-8	2	1-3
Gang Resistance Education Training (G.R.E.A.T.)	1	0-3	5	3-8	0	0-1	1	0-2
TRIBE	2	1-4	1	0-3	0	0-1	1	0-2
Any Packaged Program	67	62-72	65	59-71	37	31-43	59	55-63
Mean number of different Packaged Programs	(1.5)	(1.3-1.7)	(1.5)	(1.3-1.6)	(.7)	(.5-.8)	(1.3)	(1.2-1.4)

Notes. Information comes from the Phase 1 "Activity Detail Questionnaire" and short form. 95% CI = 95% confidence interval for percentage. *n* = unweighted number of schools providing information.

Percentages for urban, suburban, and rural schools are as follows

D.A.R.E.:	Urban	34
	Suburban	31
	Rural	37

Peer mediation:	Urban	21
	Suburban	19
	Rural	9

Table 3.11

Percentage of Listings of Packaged Programs in Each Category of Prevention Activity

	Packaged Program										
Category	Assertive Discipline (N=57)	Conflict Resolution (N=179)	D.A.R.E. (N=304)	G.R.E.A.T. (N=24)	Quest (N=34)	HLY, 2000 (N=21)	Peer Mediation (N=308)	Coop. Learning (N=72)	S.A.D.D. (N=25)	Red Ribbon (N=47)	T.R.I.B.E. (N=13)
Prevention curriculum, instruction or training	9	25	37	54	79	90	14	0	36	17	23
Behavioral programming or behavior modification	33	4	1	0	0	0	4	1	0	0	8
Counseling, social work, psychological, or therapeutic	0	4	4	8	3	10	9	0	16	4	0
Mentoring, tutoring, coaching, or apprenticeship	0	1	0	0	0	0	3	0	4	0	0
Recreation, enrichment, or leisure	0	0	1	0	0	0	0	0	0	0	0
Improvements to instructional practices	5	1	0	0	6	0	2	94	0	0	46
Improvements to classroom organization and management	47	1	0	0	0	0	0	4	0	0	15
Culture or climate change, norm change	5	6	10	0	3	0	6	0	44	72	8
Intergroup relations, interaction between school and community	0	13	5	12	6	0	8	0	0	2	0
Use of external personnel resources in classrooms	0	1	39	25	0	0	0	0	0	0	0
Youth roles in regulating and responding to student conduct	0	41	2	0	0	0	54	0	0	0	0
Planning structures or process	0	1	0	0	0	0	0	0	0	2	0
Security or surveillance	0	2	1	0	0	0	0	0	0	2	0
Services to families	0	0	0	0	3	0	0	0	0	0	0

Note. *N*=1086 packaged program descriptions. Information comes from the Phase 1 "Activity Detail Questionnaire" and short forms. Table entries are unweighted percentages of all mentions of each packaged program that were in each prevention category.

3.11 show convergence with the intended design of each program, despite a considerable amount of divergence or misclassification. Conflict resolution and peer mediation programs are classified in more heterogeneous ways than the other packaged programs. This suggests that these labels stand for different combinations of activities – possibly reflecting variability in content or process across the different "brands" of peer mediation and conflict resolution that are marketed or "disseminated" to schools. Heterogeneity implies that it may be difficult to accumulate meaningful information about the effectiveness of interventions such as conflict resolution and peer mediation without identifying program subtypes when research is conducted.

Conclusions About Extent and Nature of Prevention Activity

The typical school uses many activities and many different kinds of activities to prevent or reduce problem behaviors or promote a safe and orderly environment. Such extensive activity and breadth of coverage may be valuable, because having many different activities is likely to increase the number of risk or protective factors targeted. It is also possible, however, that by attempting so many different activities, schools spread their efforts too thin, diminishing the quality of each effort. Program quality is explored in the next chapter.

Middle and junior high schools generally report more prevention activity underway than do elementary and high schools. This may reflect the higher level of problem behavior experienced in schools serving youths in middle grades.

The broad range of different types of prevention policies, practices, arrangements, and activities used by schools to prevent problem behavior and promote a safe and orderly environment contrasts with some common perceptions about the nature of school-based prevention activities. Popular guides and lists of programs are most often dominated by curriculum packages (e.g., Drug Strategies, 1998). And guides pertaining to school safety often focus on security arrangements or identifying troublemakers (e.g., National School Safety Center, 1998; Stephens, 1995). While prevention curricula are widely used in schools, schools are actually using a wide variety of different strategies to try to reduce problem behavior. The degree of effectiveness of most of these activities is unknown.

Some of the strategies schools use to reduce problem behavior and increase safety and orderliness are relatively inexpensive and easy to accomplish (e.g, using heterogeneous grouping, or distributing information, creating grade level houses or teams), while others are costly and difficult to implement (e.g., decreasing class size, employing stringent grade-to-grade promotion standards). Different schools employ different strategies. At present, there is a limited base of dependable information to guide schools in selecting approaches to the prevention of problem behavior. Despite the availability of multiple evaluations of some instructional packages, there is a shortage of useful evaluations of changes in class size or promotion practices on problem behavior. Useful evaluations are lacking for *most* practices employed by schools to promote a safe and orderly environment and to prevent problem behavior. It should be possible, however, to capitalize on the large amount of natural variation in these practices to learn more about their potential to reduce problem behavior.

Schools make substantial use of architectural and structural arrangements to prevent problem behavior or promote school safety. Routine activity theory (Cohen & Felson, 1979; Felson & Cohen, 1980) suggests that manipulating these features may reduce school crime by reducing opportunities for offenders and victims or targets of crime to come together in time and space. Schools use strategies that can be interpreted in the context of routine activity theory or the situational crime prevention perspective as an "opportunity blocking" approach (Clarke, 1995; Eck, 1997). Urban schools are more likely to use gates, fences, walls, and barricades, and to physically block off sections of the building than are schools in other locations. Again, natural variation in the use of these architectural or structural arrangements could be exploited to learn more about their effects.

Most schools report that they have strict rules about dangerous behaviors and the possession of weapons, communicate those rules, and apply severe consequences when these rules are broken. It is unlikely that extreme school violence (such as the highly publicized recent shootings in schools) occurs because of lax rules about carrying weapons in school.

Most schools report that they have systems to keep track of individual student behavior, have a discipline referral system, communicate rules, have a systems for investigating infractions, and have procedures for achieving and documenting due process when they suspend students. Most principals report that their schools have written policies about behaviors they wish to prohibit, and principals report that these policies are communicated in writing to relevant parties.

But schools often fall short in using discipline practices that accord with practices that research has found to be associated with school safety. Principals report that their schools tend to rely on punitive responses to misbehavior more than on positive reinforcement of desirable behavior. They tend to make use of a narrower range of possible reinforcers for both negative and positive student behaviors than is potentially available. There is much room for improvement in the area of school discipline management, but recent calls to make rules for serious behavioral infractions stricter (e.g., Associated Press, 1999; Bush for President, 1999) may overlook other important areas where improvement is needed and possible.

Finally, principals' reports summarized in this chapter show that many "packaged" programs are being used in the nation's schools, and that many programs are broad in scope (e.g., part of multi-component efforts).

In the next chapter, we examine the quality of prevention programming in schools, comparing levels of strength and integrity in typical school programs with what has been shown in research to produce desirable outcomes. That chapter also explores the extent to which "packaged" and multi-component programs are implemented with as much strength and integrity as "home-grown" and stand-alone programs.

Program Intensity and Use of Best Practices

The previous chapter reviewed evidence from the National Study of Delinquency Prevention in Schools about *what* schools do to prevent or reduce problem behavior and promote a safe and orderly environment. It revealed that schools undertake a great amount and a great variety of activity in pursuit of these aims. In this chapter we turn our attention to *how well* schools implement what they undertake – the quality of implementation.

Importance of Intensity and Fidelity to Good Practices

Most reviews of prevention practices and the growing number of lists of effective practices intended to guide prevention practitioners are organized according to type of preventive intervention. One example of an organization by type of preventive intervention is the classification that structured the present research (Appendix D). Practices or programs can also be ordered along dimensions of quality. Quality of implementation – the strength of intervention and fidelity to a useful plan for intervention – may be as important as the type of program.

Until now, we have had little information about the quality of implementation of prevention programs in schools. Some information of this type comes from an evaluation of the Department of Education's Safe and Drug Free Schools and Communities Program (Silvia & Thorne, 1997), which found that programs implemented by schools are not nearly as comprehensive or extensive as the programs found to be effective in research. That study also found that program delivery at the school level is inconsistent: the amount and content of prevention programming varies greatly from classroom to classroom and school to school – even in districts trying to deliver consistent programs. Teachers often reported that they had not received sufficient training, were not comfortable with the subject matter or the teaching methods recommended in the curriculum materials, and many reported that teaching prevention-related material was of relatively low priority in an already full school day.

We have only limited understanding of the effectiveness of research-based programs when they are implemented under more natural conditions, but as we noted in chapter one, those few studies that have measured the level of implementation show remarkable variation in the strength and integrity of implementation, and show that the strength of implementation is related to program outcomes. Botvin, Baker, Dusenbury, Tortu, and Botvin (1990) directly examined variability in the quality of implementation of the Life Skills Training (LST) program and the effects of this variability on program outcomes. Botvin's team carefully measured the amount of the LST curriculum delivered after teacher training. The percentage of the materials covered in actual implementation varied widely from school to school – from 27% to 97%, with an average of 68%. Only 75% of the students were exposed to at least 60% of the program. Botvin et al. also showed that when the program is delivered poorly, positive effects are not found. In reports on the effectiveness of LST, Botvin and colleagues typically exclude those classrooms which delivered less than 60% of the program in summarizing outcomes. Although the findings of Botvin and his colleagues are most definitive, scattered evidence can be found in other published literature (summarized in D. Gottfredson, Gottfredson, & Skroban, 1998; see also G. Gottfredson, Jones, & Gore, 1999) that the quality of implementation matters. Positive results of prevention programs are found in studies and in sites within studies in which high implementation was achieved, but they are not generally found when implementation was poor.

The view that quality of implementation is important and far from assured, only now emerging in the delinquency and drug prevention fields, has prevailed for some time in the broader study of educational innovation. In the 1970s and early 1980s, several studies of school innovation reported similar results: Attempts to improve educational practices in schools usually resulted in incomplete, inadequate, or sporadic implementation (Berman & McLaughlin, 1978; G. Gottfredson, Gottfredson, & Cook, 1983; Hall & Loucks, 1977; Sarason, 1971). Sarason characterized many educational innovations as "nonevents," and Miles (1981) described some innovations as "ornaments." In the broader educational arena, some emphasis has been placed on creating organizational arrangements and conditions to support higher quality implementation. Some of these strategies include the use of quality assurance teams, peer coaches, and master teacher arrangements that assign training and technical assistance roles to more experienced and skilled teachers. Some marketers of educational programs offer them only to schools where teachers vote overwhelmingly to adopt them in order to improve the prospects for implementation (Jones, Gottfredson, & Gottfredson, 1997; Mathews, 1999).

It may be that the quality of implementation of prevention programs matters more than the type of prevention intervention. For example, a comprehensive instructional program may be effective for reducing problem behavior if it focuses on a range of social competencies (e.g., self-control, stress-management, responsible decision making, social problem solving, and communication), uses behavioral modeling principles, and is delivered over a long period of time to continually reinforce skills and provide ample practice. But, an instructional program may be ineffective for reducing problem behavior if it is brief, of low dosage, or lacks key content or instructional methods. In addition, categorical labels applied to prevention or treatment programs by meta-analysts or others who attempt to summarize results of program evaluations may mask large amounts of variability within category in the quality of implementation.

The remainder of this chapter explores variability in the intensity and fidelity to good practices of the prevention activities examined in the National Study of Delinquency Prevention in Schools.

Data and Measures for Examining Program Quality

Data to describe the quality of prevention activities come from the reports of principals in the phase 2 questionnaire about school-wide activities and from activity coordinators in Activity Coordinator Questionnaires asking about the fourteen different types of "discretionary" program activity. Some explanation of the Activity Coordinator survey is required, and it is provided in the following paragraphs.

A total of 17,110 prevention activities were listed in the Activity Detail Booklets accompanying the Phase 1 Principal Questionnaire for Program Identification (obtained in the Spring of 1997) or a brief supplementary questionnaire for phase 1 nonrespondents[1] (obtained in the 1997-98 school year). Because some schools listed a large number of activities, we randomly sampled a maximum of one activity in each of the 14 categories in order to reduce the response burden on schools. In addition, if any D.A.R.E. or peer mediation program was not sampled randomly, it was added to the sample. This produced a sample of 8,043 prevention activities for which we set out to obtain detailed information in Activity Coordinator Questionnaires.

As part of our preparations for the Spring 1998 school surveys, we telephoned schools to accomplish three things: (a) seek their participation in the phase 2 surveys, (b) verify the existence of sampled activities for which we intended to seek detailed reports, and (c) identify potential alternate respondents when a single individual had been nominated as an informant about multiple prevention activities.[2] Of the 8,043 activities, 796 (9.9%) were found not to exist at phase 2 survey time, and 127 activities (1.6%) were de-selected to avoid overburdening respondents. In addition, clerical errors led to sending a Activity Coordinator Questionnaire in the wrong category in 16 instances (0.2%).[3] Accordingly, there were 7,104 potential responses to Activity Coordinator Questionnaires (representing 88.3% of all activities initially sampled). In all, 3,691 completed questionnaires were obtained (45.9% of all activities initially sampled, and

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[1] For secondary schools that had failed to participate in the Phase 1 survey but had not affirmatively refused, and for which we were successful in obtaining school district approval to proceed with a survey, a one-page form was used to seek the identification of prevention activities in the same 14 areas covered by the regular Phase 1 questionnaires. For a small number of schools (*N* = 44) this supplementary procedure was the source of identified prevention activities.

[2] In some cases the principal listed him or herself or one or two other persons as the individuals who could describe a number of activities. We wished to avoid requesting the same individual to describe more than two activities. Therefore we requested the names of other persons in the school who could describe some activities. When a principal insisted that only he/she (or only another individual) could describe a number of activities, activities were randomly subsampled so that no individual would be asked to complete more than two questionnaires in phase 2. For principals, one of these was the Phase 2 Principal Questionnaire.

[3] We now recommend using different color paper or ink to help distinguish questionnaires that are otherwise similar in appearance.

51.9% of the 7,104 questionnaires delivered to respondents).[4] An accounting of sampling and response rates was provided in Table 1.8.

Recall that of the 8,043 sampled prevention activities about which we inquired, we determined that 796 (about 10%) no longer existed by the time we asked activity coordinators to describe the programs several months later. This is undoubtedly a lower bound estimate of the percentage not in existence in the school year after the activities were initially identified. We obtained verification that 5,067 (63%) did exist at that time, but were unable to obtain an indication about the continuing existence of 2,180 activities (27% of the total). Activities in some categories were more likely to be found still in existence than other activities. A high percentage (92%) of counseling activities existed, whereas a smaller percentage (79%) of programs that involve youths in school discipline (e.g., peer mediation programs) were still in existence. Details are shown in Appendix Table B4.1.

Measures of Quality of Discipline

Two scales were created to measure the consistency of enforcement of school rules based on the reports of principals. The short Predictable Response scale is based on reports that disciplinary responses to specific infractions will be highly predictable, whereas the Conditional Response scale measures the extent to which discipline decisions are made by taking characteristics of a referring teacher or of a student into account.[5] High scores on the Predictable Response scale are desirable, according to previous research showing that clarity of school rules is related to lower levels of school disorder (G. Gottfredson & Gottfredson, 1985; G. Gottfredson, 1999). Low scores on the Conditional Response scale appear desirable, because research directed at improving the consistency of school discipline suggests that it is necessary to overcome disciplinarian's tendency to condition responses on what teacher or kind of student is involved in order to increase consistency and fairness (D. Gottfredson, 1988; D. Gottfredson, Gottfredson, & Hybl, 1993). Appendix Table H4.1, which reports T-scores by level and location for these and other scales, shows that average scores on the Conditional Response scale and Predictable Response scale are similar across level and location, although Predictability may tend to be a bit lower on average in elementary schools.

Tables of mean T-scores convey a form of normative information, but they do not convey information that can be judged according to any criterion of adequacy. Accordingly, we formed another kind of composite measure intended to communicate information about the quality of school discipline practices. These composites are as follows:[6]

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[4] Most of the non-response was due to the 285 schools which returned none of their coordinator surveys. Of the 554 responding schools, the percentage of coordinator surveys returned ranged from 7% to 100%, with an average of 83%. Survey response rate was not significantly related to either activity type or the overall quality of programs in the school.

[5] Item content of these scales is shown in Appendix E.

1. Communication and Documentation. 7 items about the extent of distribution of the school's discipline policy and current efforts to maintain or use procedures for documentation. Higher scores mean that a larger number of sound communication and documentation practices are employed.
2. Range of Appropriate Responses to Misconduct. 17 items about a variety of potential responses to misconduct schools might exercise, ranging from brief exclusion from class, use of peer mediation or student court, detention, reprimands, and notifying parents, to community service. Higher scores mean that a greater variety of appropriate responses are employed.
3. Range of Responses to Desirable Conduct. 7 items about the variety of potential responses to desirable student behavior that a school might exercise, ranging from material rewards, through informal recognition or praise, activity or privilege reinforcers, to formal recognition or praise. Higher scores mean that a greater variety of potential reinforcers are employed.
4. Disciplinarian Consistency. 3 items about whether specific disciplinary responses are independent of the source of referral, identity of the decision maker, or the student disciplined. Higher scores imply greater consistency.
5. Predictable Disciplinary Decision Making. 2 Likert-type items about whether students and teachers can predict the administration's disciplinary response. Higher scores imply greater predictability.
6. Adequacy Composite. The percentage of composites 1 through 5 for a school that were above a designated cut point. A higher score means that more of the composites were above a minimum threshold.

The six criteria are summarized in Table 4.1, which shows the potential range of scores, the observed range, and the cut point for "adequacy" adopted.

Measures of Quality of Discretionary Activity or Programs

Activity Coordinator Questionnaires were designed to gather information about the quality and quantity of services provided. When possible, the same questions were asked about each type of program or activity. Often, however, the wording of a question that worked for one program activity type was inappropriate for another program activity type. For example, questions about the number of lessons or sessions were more appropriate for curricula or counseling activities than for school planning or security activities. Questions were therefore tailored to each activity type while attempting to retain as much consistency in measurement content across questionnaires as possible. Descriptive data about the content and objectives of discretionary activities are presented in Appendix Tables H4.2-H4.17.

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[6] The specific item content for each scale can be found in Appendix E, section 2.

Table 4.1
Criteria Used to Judge Adequacy of School-Wide Disciplinary Practices

Measure	Potential range of scores	Observed range of scores	Cut point
Communication and documentation	0 - 100%	14 - 100%	70%
Range of appropriate responses to misconduct	0 - 100%	12 - 94%	70%
Range of responses to desirable conduct	0 - 100%	0 - 100%	70%
Disciplinarian consistency	0 - 100%	0 - 100%	70%
Predictable disciplinary decision making [a]	1 - 5	1 - 5	4
Adequacy composite [b]	0 - 100%	0 - 100%	70%

[a] The average of two Likert-type items about how often students or teachers can predict the administration's disciplinary response because they know the punishment for the offense. 4 = "most of the time," 5 = "almost always." This scale has a small (.15) correlation with the measure of disciplinarian consistency.
[b] The percentage of criteria above the cut point. This composite does not form a scale, with α only = .19 for 189 elementary schools and α = .24 for 380 secondary schools.

Indicators of intensity included level of use by school personnel, frequency of operation, duration, number of sessions, frequency of student and staff participation, the ratio of providers to students in the school, and proportion of students involved in the activity. "Level of use" was viewed as a continuum (Hall & Loucks, 1977) ranging from no knowledge or awareness of an activity, through having acquired information or training, trying the activity, to using or applying regularly. Respondents indicated the level that characterized use of a practice in their schools. "Best practices" scales were scored by calculating the proportion of the identified research-based practices with respect to content or methods used in a particular activity or program. To develop these scales, research-based practices were identified for each program type independently by the two principal authors of this volume. Each author identified those practices that would be indicated by research about which he or she had knowledge. There was high agreement, and discrepancies in judgments were discussed and resolved by referring to the evidence. See Appendix E for the specific practices included in each best practice scale.

The indicators of intensity and fidelity to good practice are shown in Table 4.2, together with the range of responses available for each. Each of these measures is examined in this chapter, along with an Intensity scale composed of three items available for most activity categories.

Table 4.2

Summary of Measures of Intensity and Fidelity to Good Practice

Intensity/Fidelity Measure	Range of Responses
Level of use by school personnel	1 At least one person in the school knows something about it 5 One or more persons is conducting activity on a regular basis
Best practices: content	0 to 1 (See note)
Best practices: methods	0 to 1 (See note)
Frequency of operation	1 Special occasions once or twice a year 3 Continually throughout the year
Number of lessons/sessions[a]	Write-in of exact number (natural log of the number is also examined due to positive skew in the distribution of the number)
Duration[a]	1 Less than a day 7 More than a full school year
Frequency of participation – students[a]	1 Monthly or less often 6 More than once per day
Frequency of participation – staff	1 Monthly or less often 6 More than once per day
Ratio of providers to students in the school	$100(\ln(N_p/N_s + 1))$, where N_p = number of persons providing the service, and N_s = the number of students in the school
Proportion students exposed or participating	Generally, N_e/N_s, where N_e = number of students exposed or participating, and N_s = number of students in the school. For the category "Youth Participation in School Decision Making," N_e = disciplinary incidents handled by student court or peer mediation, and N_s = disciplinary incidents handled by student court, peer mediation, or the administration.

Note. Scores for the "best practices" scales are the proportion of the identified best practices (content or methods) reportedly used in a particular activity or program.

[a] Included in composite Intensity scale

Quality of School-Wide Discipline

Table 4.3 shows how the schools measure up on the summary indicators for quality of school-wide discipline. Principals in the nation's schools generally claim to be communicating rules to teachers, parents and students and keeping track of student conduct. In all, 93% of schools are judged to have "adequate" communication and documentation, with 92% of elementary, 98% of middle and 94% of high schools exceeding the threshold for adequacy. The majority of schools fall short of our adequacy criterion in all of the other discipline areas: range of responses to misconduct, range of responses to desirable conduct, disciplinarian consistency, and predictable disciplinary decision making. Schools tend to use relatively small percentages of the possible responses available for misconduct and good conduct. Only 27% of schools use 70% or more of the possible responses for misbehavior, and only 20% of schools use 70% or more of the possible responses to desirable behavior. The use of these responses differs according to school level: Only 7% of high schools meet the adequacy cut-point for positive responses; a larger percentage of middle (15%) and elementary schools (26%) meet the adequacy cut-point. Only 15% of elementary schools meet the 70% criterion for responses to negative behavior; higher percentages of middle (52%) and high (42%) schools meet the adequacy threshold.

Research implies that consistency and predictability in disciplinary responses produce greater orderliness (G. Gottfredson & Gottfredson, 1985; D. Gottfredson, 1987; D. Gottfredson et al., 1993; G. Gottfredson, 1999), and consistency is commonly recommended as a sound disciplinary strategy (e.g., Goal 6 Work Group, 1993), yet fewer than half of our nation's schools fall above the adequacy cut-point selected for the two relevant indicators based on principals' reports. Only 48% of all schools (and 38% of urban schools) reach the cut-point for disciplinarian consistency. Only 31% of schools are adequately predictable in their responses to behavioral offenses.

The "adequacy composite" percentages in Table 4.3 indicate the percentage of schools that were above our "adequacy cut-point" for 70% or more of the five indicators examined. The bottom line is this: Only 10% of our nation's schools report using what we consider to be minimally adequate discipline practices. The remainder fail to employ available and acceptable methods to promote desired behavior or to diminish misconduct, or they fail to apply consistent and predictable disciplinary responses. The potential to improve practice in these respects may be great.

Summary: Discipline policies and practices. The typical school has rules about dangerous behaviors, communicates those rules, and may apply severe consequences when these rules are broken. Of all schools, 94% have written rules or policies about weapons, 96% provide written copies of their rules to students and parents, and 97% of schools suspend or expel a student for possessing a gun. In view of the nearly universal existence of rules against weapons, it is unlikely that further school violence involving weapons can be prevented or reduced simply by introducing additional rules. Suspension or expulsion are used by fewer schools as a

Table 4.3

Percentage of Schools with School-Wide Disciplinary Practices Judged Adequate According to Several Criteria, by School Level

	School level											
	Elementary			Middle/Junior			High					
Criterion	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*n*	Total	95% CI	*N*
Adequacy composite [a]	8	4.0-12.2	189	18	12.6-23.3	203	10	5.8-14.8	177	10	7.2-12.8	569
Best practices: communication and documentation [b]	92	88.0-96.2	216	98	95.0-99.1	216	94	89.7-97.9	193	93	90.6-96.0	625
Best practices: range of appropriate responses to misconduct [c]	15	9.9-19.9	209	52	45.0-58.8	216	42	34.1-49.5	184	27	22.8-30.5	609
Best practices: range of responses to desirable conduct [d]	26	19.8-31.8	216	15	10.1-19.6	219	7	3.2-11.4	191	20	15.7-23.5	626
Best practices: disciplinarian consistency [e]												
Rural	44	32.0-56.6	70	49	37.7-60.7	77	51	39.6-62.5	80	47	39.6-54.9	227
Suburban	64	51.3-76.0	62	58	42.2-72.7	71	46	32.2-60.0	58	59	50.1-67.1	191
Urban	34	21.6-46.1	64	57	45.3-69.3	67	39	25.3-52.6	51	38	28.9-46.6	182
Total	46	38.9-53.4	196	54	46.5-61.2	215	48	39.8-55.3	189	48	42.7-52.4	600
Predictable disciplinary decision-making	29	22.9-35.7	216	32	25.3-38.4	218	33	26.1-40.6	190	31	26.3-35.1	624

[a] Middle schools score higher than high schools ($p < .04$) and elementary schools ($p < .01$)

[b] Middle schools score higher than elementary schools ($p < .02$).

[c] Elementary schools score lower than middle or high schools ($p < .001$).

[d] High schools score lower than middle schools ($p < .02$) and elementary schools ($p < .001$); middle schools score lower than elementary schools ($p < .01$)

[e] Urban schools score lower than suburban schools ($p < .001$).

consequence for other, more frequent, undesirable student behaviors such as tobacco possession, fighting, the use of profane or abusive language, and truancy – but the percentages of schools that suspend or expel for these offenses is still high. Suspension or expulsion is used for a wide range of offenses, apparently often without affording the student a hearing.

Larger percentages of schools rely on punitive responses to misbehavior than on positive reinforcement of desirable behavior, and this imbalance is larger in high schools. For example, although more than 80% of high schools report using after-school detention, withdrawal of privileges, suspension, and the like; fewer than 70% use activity reinforcers, job or privilege reinforcers, and material reinforcers for desirable behavior. Because such reinforcers can be expected to work not only for younger students but also for older students, schools with students in higher grade levels may often be overlooking sources of regulation of student behavior.

A minority of schools use what we consider to be minimally adequate discipline practices. The majority fail to employ available and acceptable methods to promote desired behavior or to diminish misconduct, or they fail to apply consistent and predictable disciplinary responses. The potential for making school disciplinary practices more responsive and consistent appears great.

Quality of Discretionary Activities or Programs

Table 4.4 shows the means on each intensity and fidelity measure, by program type. Across all program types, the average level of intensity and fidelity to good practice of school-based prevention activity is characterized by the descriptions in the following list:

- One or more persons is conducting it *from time to time*;
- It employs 71% of the *content* elements identified as representing best practices;
- It employs 54% of the *methods* elements identified as representing best practices;
- It involves 32 sessions or lessons (although there is a large range across activities of different types);
- It lasts about 25 weeks;
- Both students and staff participate about once per week;
- 41% of the school's students participate or are exposed;
- There are approximately 4 program providers per 100 students in the school; and
- If it is a classroom or a school-wide activity, it operates nearly all year.

Although direct comparison across program categories is complicated by measures that are not strictly comparable, where comparisons are possible they imply differences in intensity or fidelity to good practice across categories. Classroom-level programs (categories 6 and 7) enjoy the highest level of use, e.g., they are more likely to be used by one or more persons on a regular basis. Mentoring, tutoring, or coaching as well as school planning activities also enjoy relatively high levels of use. The levels of use of security and surveillance and family programs are lowest. Prevention curricula stand out as employing particularly high proportions of identified best practices for content (81% on average), but prevention curricula on average employ only half (48%) of the identified best practices for instructional method. The counseling methods (other

Table 4.4

Mean Level of Use, Intensity and Use of Best Practices, by Program Type

	Program Type														
Quality indicator	1 (*n*=292-372)	2 (*n*=223-265)	3 (*n*=315-362)	4 (*n*=205-253)	5 (*n*=236-255)	6 (*n*=157-247)	7 (*n*=199-221)	8 (*n*=244-303)	9 (*n*=167-227)	10 (*n*=161-234)	11 (*n*=150-257)	12 (*n*=153-192)	13 (*n*=228-266)	14 (*n*=70-167)	All (*N*=788-3580)
Level of use by school personnel	3.98	4.01	4.06	4.53	4.00	4.53	4.60	4.13	4.10	4.45	3.60	3.69	4.29	4.33	4.14[b]
Best practices: content	.81	.62	—	—	—	.62	.73	—	—	—	—	—	—	—	.71
Best practices: methods	.48	.50	.33	.47	—	.61	.73	—	—	—	.77	—	—	—	.54[b]
Number of lessons/sessions	27.91	—	15.05	46.91	34.65	100.54	—	—	—	—	—	6.81	8.20	—	31.74[a]
Number of lessons/sessions (natural log)	2.91	—	2.37	3.38	2.77	3.79	—	—	—	—	—	1.59	1.71	—	2.66
Duration	5.25	5.35	5.11	5.61	4.46	—	—	—	—	6.47	6.52	4.56	—	—	5.38
Frequency of participation — students	3.05	4.00	2.38	3.44	2.99	4.02	—	2.90	2.23	3.00	3.82	1.87	3.09	—	3.05[b]
Frequency of participation — staff	—	—	—	—	—	—	—	2.93	2.38	3.03	4.13	—	—	—	3.02
Proportion students exposed or participating	.48	.29	.28	.20	.37	.52	—	.70	.63	—	—	.12	.32	.31	.41
Frequency of program use or operation	—	—	—	—	—	2.71	2.84	2.64	2.51	2.72	2.91	—	2.49	2.66	2.68
Ratio of providers to students in school 100 (ln (ratio + 1))	2.27	4.18	.98	5.68	5.79	3.30	4.33	4.49	7.12	—	—	2.08	—	1.96	3.84

Note: Duration responses range from 1 (less than a day) to 7 (more than one full school year). Frequency of participation ranges from 1 (monthly or less often) to 6 (more than once a day). Level of use responses range from 1 (at least one person in school knows about activity) to 5 (one or more persons is conducting activity on a regular basis). How often used or operated responses range from 1 (special occasions once or twice a year) to 3 (continually throughout school year).

[a] Mean number of lessons is lower in middle/junior high schools than in high schools.

[b] Differs by school location; see Appendix Table H4.18.

1 = Prevention Curriculum, Instruction, or Training
2 = Behavioral Programming or Behavior Modification
3 = Counseling, Social Work, Psychological, or Therapeutic Activity
4 = Mentoring, Tutoring, Coaching, Job Apprenticeship/Placement
5 = Recreation, Enrichment and Leisure Activity
6 = Improvements to Instructional Practices or Methods
7 = Classroom Organization and Management Practices
8 = Activity to Change or Maintain Culture, Climate or Expectations for Behavior
9 = Intergroup Relations and School-Community Interaction
10 = Interventions Involving a School Planning Structures or Process to Manage Change
11 = Security and Surveillance
12 = Services or Programs for Family Members
13 = Use of External Personnel Resources for Classroom Management and Instruction
14 = Youth Participation in School Discipline

than behavioral or cognitive-behavioral) used in schools to prevent or reduce problem behavior stand out as particularly poor in terms of their use of best practices for methods (only 33% of identified best practices used). This may explain why evaluations of counseling programs have not generally shown generic counseling to be effective (D. Gottfredson et al., in press).

Table 4.4 shows that the mean number of sessions differs greatly for different categories of prevention activity, with family programs involving an average of 7 and improvements to classroom instructional methods an average of 101 sessions. Mentoring/tutoring activities involve a relatively large average number of sessions (47), and prevention curricula involve 28 lessons on average. In terms of duration, school-wide planning and security activities tend to last longer (generally more than a year) than do services aimed at individual students. Of shortest average duration are recreational and other enrichment activities and services to families. The mean frequency of student participation ranges from about twice per month for family programs to more than once per week for behavioral programming. As might be expected, more students are exposed when the program is a school-wide climate change program (categories 8 and 9), and many fewer students are exposed on average in family programs and other individually-targeted programs such as mentoring and tutoring. School-wide programs to improve intergroup relations and encourage school-community linkages on average involve by far the largest number of providers (relative to the number of students in the school). Counseling programs involve the lowest ratio.

Mean levels of intensity, exposure and use of best practices generally do not differ much by school level (not tabled). The only exception is that middle/junior high programs involve fewer sessions or lessons on average than do the high school programs (32, 25, and 37 for elementary, middle/junior high, and senior high schools). Evidence presented in Chapter 3 showed that middle/junior high schools operate a larger number of different programs than do elementary and high schools, but the available evidence does not imply correspondingly greater average intensity at the middle school level.

More differences in the quality of programming exist across school locations (see Appendix Table H4.18). Prevention activities in urban schools make use of a higher proportion of best practices (methods) than other schools. Activities in rural schools involve a lower level of involvement of school personnel ("level of use") than do other schools. Also, activities in rural schools involve a lower level of student participation and operate less frequently than do activities in urban schools.

Ratings of the Adequacy of Intensity and Fidelity to Good Practice

The information about program quality provided earlier in this chapter provides a useful description of facets of prevention activity quality. It provides "normative" information in much the same way that tables of average body weights of men and women provides information about those populations. But we desired a way to go beyond that form of basic description to report on the "adequacy" of prevention programming. Just as tables of so-called normal or desirable weights provide guidelines against whether a person may be judged over weight, we sought a guideline or set of benchmarks by which prevention activities could be judged. This is akin also to what is sought in educational measurement when minimum competency standards are devised against which a student's achievement can be compared. Judgment is required to develop such benchmarks.

To devise "adequacy" guidelines for the present purpose, we decided that a useful criterion would be whether or not an activity could reasonably be expected to achieve a reduction in problem behavior or an increase in safety if it failed to meet a guideline. We made judgments about each available facet of program quality separately for each category of prevention activity. The two principal authors independently indicated (based on their understandings and interpretations of available research and information about practice in each area) the level that each indicator would have to reach in order to be expected to produce a measurable effect. Discrepancies between the judgments of the two raters were discussed and resolved. Tables 4.5 and 4.6 show the minimum criteria necessary to be judged "adequate" on each dimension of program intensity and adherence to best practices. Table 4.5 shows thresholds for level of use and best practices with respect to content and method that were applied to all categories of activity, and Table 4.6 shows the separate thresholds for other facets of program quality that were applied to different categories of activity.

Table 4.5
Common Criteria Used to Judge Adequacy of All Categories of Prevention Activities

Dimension	Criterion
Level of use by school personnel	One or more persons is conducting activity on a regular basis
Best practices: content	Uses 70% or more of identified best practices
Best practices: methods	Uses 70% or more of identified best practices

Table 4.6
Criteria Used to Judge Adequacy of Prevention Activities That Differ According to Activity Category

Dimension and Category	Criterion
Number of lessons/sessions	
Prevention curriculum, instruction, or training	≥ 16
Mentoring	≥ 52
Tutoring; Recreation, enrichment, leisure	≥ 26
Improvements to instructional practices/methods	≥ 30
External personnel resources for classroom	≥ 25

continued . . .

Table 4.6 *(continued)*
Criteria Used to Judge Adequacy of Prevention Activities That Differ According to Activity Category

Dimension and Category	Criterion
Duration	
Prevention curriculum, instruction, or training; Counseling, social work, psychological, or therapeutic activity; Tutoring; Recreation, enrichment, leisure	Longer than a month
Mentoring	At least one school year
Planning structure or management of change; Security and surveillance	More than one full school year
Frequency of participation – students	
Culture, climate or expectations; Intergroup relations and school-community interaction; Planning structure or management of change	At least 2-3 times per month
Prevention curriculum, instruction, or training; Counseling, social work, psychological, or therapeutic activity; Mentoring, tutoring, coaching, apprenticeship; Recreation, enrichment, leisure; Services/programs for family members; External personnel resources for classroom	At least weekly
Improvements to instructional practices or methods	More than once per week
Behavioral programming or behavioral modeling; Security & surveillance	At least daily
Frequency of participation – staff	
Culture, climate or expectations; Intergroup relations and school-community interaction; Planning structure or management of change	At least 2-3 times per month
Security and surveillance	At least daily
Frequency of operation	
Culture, climate or expectations; Intergroup relations and school-community interaction; Planning structure or management of change; Security and surveillance	Continually throughout the year
Proportion students exposed or participating	
Culture, climate or expectations; Intergroup relations and school-community interaction	≥ 70%
Youth participation in discipline	≥ 10% or referrals handled by student court or through peer mediation

We then compared each activity against each of the adequacy criteria. For each of the 14 categories of prevention activity, Table 4.7 shows the proportion of activities judged adequate according to each criterion of adequacy. For example, the first entry under column 1 (prevention curriculum, instruction, or training) means that 52% of activities in this category exceeded the adequacy threshold for level of use (at least one person is conducting the activity on a regular basis). The second entry in this column means that 76% of prevention curriculum, instruction, or training activities employed at least 70% of the identified best practices for content; the third entry means that 27% of these activities employed at least 70% of the best practices for method; and so on. The fourth entry in column 1 may be interpreted as meaning that 50% of prevention curriculum, instruction, and training activities offered enough lessons that it could to be expected to produce a measurable difference in a problem behavior outcomes (and that 50% did not have enough lessons). The last entry in each column shows the average proportion of quality dimensions that exceeded the adequacy criteria. The entry of .57 for column 1 shows that the mean proportion of the six adequacy criteria met by prevention curriculum, instruction, or training activities was .57.

The dashes in Table 4.7 indicate facets of program quality for which it was not possible to establish adequacy criteria – either because there was no basis in research to specify a criterion, or because the quality dimension was not measured.

The overall quality of prevention programs in schools is low. For all types of programs, the mean proportion of adequacy criteria met is only .57. This means that for the average activity, only 57% of the indicators of quality or quantity were judged to be sufficiently strong to be expected to lead to a measurable difference in the desired outcomes. The summary index ranges from a low of .42 for services or programs to family members to .73 for security or surveillance activities.

Across all types of programs, the proportion of activities judged adequate ranged from a low of .33 for the use of best practices (methods) to a high of .75 for frequency of operation. The use of best practices (methods) had a low overall proportion adequate because several kinds of activities aimed directly at altering student behavior (counseling, mentoring or tutoring, behavioral programming or modification, and instruction) make little use of the identified best practices for methods. The proportion of activities meeting the adequacy criterion for the number of lessons or sessions was also low at .37. Activities involving the use of external personnel for classroom management or instruction rarely meet this criterion, and individual attention (mentoring or tutoring) and recreational programs also generally fall short on this criterion. On the other hand, high proportions of activities directed at security and surveillance or classroom organization and management operate continually throughout the school year, which was the criterion for adequacy on the "how often" dimension.

In general, classroom- and school-level activities seem to be implemented with somewhat higher quality than activities targeting individual students. Security and surveillance activities are the best-implemented (the mean of the six facets of adequacy is .73), partly because 95% of these activities operate continually throughout the year. School planning activities (average facet

Table 4.7

Proportion of Programs or Activities Judged Adequate on Each Dimension, by Program Type

	Program Type														
Quality indicator	1 (*n*=292-372)	2 (*n*=249-266)	3 (*n*=340-364)	4 (*n*=155-258)	5 (*n*=236-262)	6 (*n*=157-248)	7 (*n*=209-221)	8 (*n*=244-309)	9 (*n*=167-231)	10 (*n*=161-239)	11 (*n*=150-260)	12 (*n*=177-196)	13 (*n*=228-284)	14 (*n*=70-169)	All (*N*=488-3679)
Level of use by school personnel	.52	.53	.57	.81	.57	.72	.76	.62	.64	.72	.45	.45	.64	.67	.61[a]
Best practices: content	.76	.51	—	—	—	.46	.60	—	—	—	—	—	—	—	.61
Best practices: methods	.27	.23	.08	.18	—	.36	.63	—	—	—	.71	—	—	—	.33[a]
Number of lessons/sessions	.50	—	—	.25	.35	.64	—	—	—	—	—	—	.02	—	.37
Duration	.78	—	.69	.59	.53		—	—	—	.84	.90	.47	—	—	.70
Frequency of participation – students	.65	.61	.48	.83	.61	.66	—	.60	.53	.65	.64	.31	.71	—	.61[b]
Frequency of participation – staff	—	—	—	—	—	—	—	.62	.46	.64	.71	—	—	—	.60
Proportion students exposed or participating	—	—	—	—	—	—	—	.65	.52	—	—	—	—	.66	.60[c]
How often program is used or operated	—	—	—	—	—	.75	.88	.73	.66	.77	.95	—	.56	.78	.75[a]
Mean proportion dimensions judged adequate	(.57)	(.47)	(.45)	(.57)	(.51)	(.59)	(.71)	(.64)	(.56)	(.71)	(.73)	(.42)	(.51)	(.69)	(.57[a])

Note. See tables 4.5 and 4.6 for criteria used for judging adequacy. *n*'s are unweighted number of activities. nsa = not specified above. Entries in parentheses are mean proportions.

[a] Differs by location, proportions are as follows:

[b] Proportion adequate is lower in middle and high schools than in elementary schools, $p < .05$.

[c] Proportion exposed decreases as school level increases; with elementary and middle schools differing from high schools, $p < .05$

	Rural	Suburban	Urban
Level of use by school personnel	.56	.64	.66
Best practices: methods	.32	.30	.38
Frequency of student participation	.57	.65	.63
Proportion of dimensions judged adequate	.54	.58	.61

1 = Prevention Curriculum, Instruction, or Training
2 = Behavioral Programming or Behavior Modification, nsa
3 = Counseling, Social Work, Psychological, or Therapeutic Activity, nsa
4 = Mentoring, Tutoring, Coaching, Job Apprenticeship/Placement, nsa
5 = Recreation, Enrichment and Leisure Activity, nsa
6 = Improvements to Instructional Practices or Methods, nsa
7 = Classroom Organization and Management Practices, nsa
8 = Activity to Change or Maintain Culture, Climate or Expectations for Behavior
9 = Intergroup Relations and School-Community Interaction
10 = Interventions Involving a School Planning Structures or Process to Manage Change
11 = Security and Surveillance
12 = Services or Programs for Family Members
13 = Use of External Personnel Resources for Classroom Management and Instruction
14 = Youth Participation in School Discipline

adequacy of .71), classroom organization and management activities (average of .71 of criteria adequate), activities that involve youths in regulating student behavior (e.g., peer mediation, student courts; average of .69 of criteria adequate), activities that change the school climate (average of .64 of criteria adequate), and improvement to classroom instructional methods (average of .59 of criteria adequate) are all implemented with above-average quality. Individualized services – family services, behavior management, and counseling – were the most poorly implemented activities, with averages of .42, .47, and .45 of criteria adequate.

Certain ratings of adequacy of implementation vary by school level. The adequacy of the frequency of student participation and the proportion of students participating decrease as the school level increases, and in both instances elementary schools differ significantly from high schools. This accords with experience in working with schools at different levels – as students become more autonomous they opt out of many school activities.

Consistent with the analysis of the mean levels each quality indicator, the adequacy ratings also tend to be higher in urban and lower in rural areas. Programs in urban schools are judged adequate more often than other schools on the use of best practices (methods). Programs in rural schools are judged adequate less often than other schools on level of use by school personnel and the overall rating of adequacy.

One interpretation of the summary index "proportion of dimensions judged adequate" is that it provides an optimistic assessment of the likely effectiveness of a program or activity. To see why this is so, consider a hypothetical instructional program. Suppose the program utilizes all of the identified best practices for method and content, and exceeds the threshold for number of lessons and duration, but no one implements the program on a regular basis and students almost never participate. This program would have a score of 4/6 or 67% of adequacy criteria met. But since the program is evidently designed well but essentially unimplemented, it cannot be expected to produce anything in the way of results. A failure to meet standards for adequacy for even one of the dimensions can potentially render an activity impotent.

Variability in Program Quality

Results presented above indicate that the quality of program implementation is variable and often poor. But this summary does not convey information about the large amount of variability in program implementation from activity to activity, even among activities of the same type. The discovery of great variability in program or activity quality is an important finding of the National Study of Delinquency Prevention in Schools. It implies that any type of prevention strategy can be well implemented, and that any type can be poorly implemented.

Consider level of use, one of the indicators of program intensity that is measured in a parallel way for all categories of prevention activity studied. The percentage of variance in level of use that lies *between program categories* is only 5%. This means that most of the variability in this indicator is *within program category*. Even in indicators which are to a certain degree dependent upon program category for their measurement, most of the variability in the measure is within category. The proportion of dimensions judged adequate, for example, has only 28% of its variance between category.

A nontechnical and perhaps more intuitive way to convey this point is to show examples of specific programs of the same type which differ in their quality of implementation. Tables 4.8 through 4.10 show examples of high and low quality school planning, behavior management, and D.A.R.E. programs, based on descriptions from the Activity Coordinator Questionnaires.

These tables illustrate how activities within each category vary considerably with respect to intensity and adherence to good practices. This is true even for highly standardized programs such as D.A.R.E.

Table 4.8
Low and High Quality School Planning Interventions

Intensity/Fidelity Measure	Program A: School Planning Teams	Program B: School Improvement Teams
Level of use by school personnel	One or more persons is participating in it from time to time	One or more persons is conducting activity on a regular basis
Duration	One week	At least a full school year
Frequency of participation – students and staff	one or twice per school year	Daily
Comments	• The principal and a counselor are responsible for conducting the activity. • Participants received a short demonstration in how to conduct the activity. • Participation is voluntary, and participants are not held accountable for conducting this activity. • The activity is not funded.	• A broad spectrum of school staff, police, and community members are responsible for conducting the activity. • Participants received 2-3 days training. • It is a required program, and participants are held accountable for conducting this activity. • The activity is funded through its school system budget and other external funds.

Table 4.9
Low and High Quality Behavior Modification Interventions

Intensity/Fidelity Measure	Program A: Alternative Classroom Education	Program B: Behavior Modification Program
Level of use by school personnel	One or more persons has been trained	One or more persons is conducting activity on a regular basis
Best practices: content	43%	100%
Best practices: methods	0%	88%
Duration	One month	More than a full school year
Frequency of participation – students	Monthly or less	More than once per day
Proportion students exposed or participating	8%	3%

Table 4.10
Low and High Quality D.A.R.E. Programs

Intensity/Fidelity Measure	Program A: D.A.R.E. Instructional Program	Program B: D.A.R.E. Instructional Program
Level of use by school personnel	One or more persons is conducting activity on a regular basis	One or more persons is conducting activity on a regular basis
Best practices: content	91%	100%
Best practices: methods	0%	100%
Number of lessons/sessions	5	16
Duration	About a week	Less than a half school year
Frequency of participation – students	Less than once a month	Weekly
Proportion students exposed or participating	30%	23%

Conclusion

In Chapter 2 we showed that schools conduct many different activities aimed at reducing problem behavior and increasing school orderliness. This section more closely examined the *quality* of those activities. Using reports from almost 3,700 prevention activities in our nation's schools, we examined the intensity of the activities and their adherence to good practice, as implied by accumulated knowledge from education, prevention, and evaluation research and experience.

The quality of prevention activities in the nation's schools is generally poor: The average prevention activity receives a passing grade on only 57% of the quality criteria examined. In general, individual prevention activities are not being implemented with sufficient strength and fidelity to be expected to produce a measurable difference in the desired outcomes. On the other hand, there is so much prevention activity underway at all levels that it is possible that multiple activities – each with small effects – may cumulate to make a substantial difference. However that may be, the poor quality of most prevention activity underscores the importance of establishing conditions in schools that are conducive to high quality implementation. Perhaps, for example, modifying programs to make them more "user friendly" or "goof proof" would help. Perhaps more and better training might be required. Perhaps greater organizational support, such as feedback and coaching, solid principal support, or more organizational commitment might be necessary. More certain and greater amounts of funding might be required. The next section of the report explores these and other potential predictors of the quality of prevention activity implementation.

Elsewhere (D. Gottfredson, in press; G. Gottfredson, Jones, & Gore, 1999) we have argued that some urban schools pose more challenge to prevention programming because they are more likely to lack the requisite organizational infrastructure to plan for and carry out high quality programs. And some schools serving areas of concentrated poverty and social disorganization have special difficulties because of the elevated needs of their student populations – which may require that more resources be directed to urgent needs that arise in an unpredictable manner. We had expected that we would find lower quality of implementation of prevention programs in urban schools. The data fail to confirm an expectation that urban location means poorer implementation than other locations. Instead, the adequacy ratings (as well as the number of programs attempted) are higher in urban and lower in rural areas. One possibility is that schools in the most disorganized urban settings in the sample did not participate in the surveys. The response rates were lower among urban schools than in other schools. Unraveling the influence of study nonparticipation and community characteristics will require better measures of community social organization and urbanicity than are currently available, but the next section will explore whether other features of programs or schools can explain the differences among schools in levels and quality of implementation.

Although most of the variability in implementation quality lies within activity category, indicators of program quality do vary by type of prevention activity. In general, activities that aim to alter the school or classroom environment are better implemented than those aimed at altering student behaviors or attitudes. Services or programs operated by schools for family members of students are generally weak (the average adequacy score across the three quality dimensions assessed was only .42). Security and surveillance activities are best implemented.

These differences by program type do not imply that schools should abandon those types of activities that appear more challenging to implement. We reiterate that quality of program implementation varies far more *within* than *between* program categories. We find in the data examples of high quality and low quality programs of every type. Despite earlier conclusions (D. Gottfredson, 1997; D. Gottfredson et al., in press, 2000) about the kinds of preventive interventions that do and do not work, a well-implemented program of the type that has generally been found to be inefficacious may prove more effective than a poor implementation of a program type that has been found efficacious in earlier research.

Earlier research has demonstrated that preventive interventions are less likely to produce desirable outcomes when they are implemented poorly. Research by Botvin and his colleagues summarized earlier showed that when less than 60% of Botvin's Life Skills Training (LST) curriculum is delivered, the program has no measurable effect. It appears likely that the typical quality of prevention activity carried out in schools falls short even of the minimum level Botvin identified as necessary. LST is currently the subject of efforts at replication with training and technical assistance being provided to 142 schools in 35 sites as part of the Blueprints project led by Delbert Elliott at the University of Colorado with support from the U.S. Office of Juvenile Justice and Delinquency Prevention and the assistance of Gilbert Botvin. A number of difficulties in achieving the intended levels of implementation have been encountered (Center for the Study and Prevention of Violence, 2000), including instruction by physical education teachers who are unfamiliar with teaching a curriculum, limited instructor classroom management skills, large classes, distracting settings or settings that are usurped for other activities, teachers who are not prepared for or committed to taking on a new instructional role, teacher turnover and the loss of trained instructors due to illness or job change, deviations from the curriculum, supplementation of or replacement of material with other material, and failure to use the technical assistance (TA) which is available. If all of these difficulties are encountered in sites that have competed for the opportunity to receive TA and training, and been screened and selected on the basis of applications and feasibility visits to receive that training, imagine the difficulties that may occur in a school in which someone decides to teach a social skills module using whatever curriculum was available and without the TA and training.

A summary of the results on the quality of prevention programs in the nation's schools is provided in the form of a "report card" in Table 4.11. Each prevention activity can be characterized by the percentage of the quality dimensions examined that were rated "adequate." These percentages are mapped into letter grades using the traditional 90% and above = A, 80% - 89% = B, and so on. Overall, 47% of activities receive a failing mark according to this report card; 18% earn an A. We hesitate to offer this simple report card summary, because of the considerable amount of both complexity and judgment that entered into the calculation of grades, and because we assume that this report card summary may be all that is communicated about the present inquiry in secondary accounts about it. At the same time, none of the decision rules upon which the summary is based is capricious and we believe where there is error it lies on the side of leniency. These grades are lenient because in principle it is possible for a program to fail in the real world (i.e., to be ineffective) if it fails to meet even one quality criterion. Therefore, we assume that some fraction of programs that would earn an A, B, or C by the calculus used to assign the Table 4.11 grades are weaker than the letter grades suggest. In the final analysis, the grades in Table 4.11emphasize that there is much room for improvement in the quality of activity to prevent problem behavior in schools.

Table 4.11
Percentage Distribution of Overall Activity Grades, by Location

Grade	Percentage of quality dimensions rated "adequate"	Location			
		Urban	Suburban	Rural	All locations
A	90% - 100%	20	18	15	18
B	80% - 89%	12	10	11	11
C	70% - 79%	13	11	10	11
D	60% - 69%	15	13	12	13
F	< 60%	40	48	52	47
Total		100	100	100	100

Note. Grade maps into the percentage range of quality dimensions judged to be adequate. Percentages awarded each grade add to 100% down the columns, within rounding error.

More sophisticated research is required to inform us about the relative contributions of program content and method on the one hand and quality of implementation on the other in determining effectiveness. In the interim, however, it seems wise to recommend that schools should concentrate their efforts on improving the quality of what they are already doing. This may result in more improvement in program outcomes than adopting new program models or switching to different models of preventive intervention. At the same time, improving implementation across the board may require that we develop processes or mechanisms to boost the quality of prevention program implementation.

We turn in the next chapter to an examination of the characteristics of programs, populations, providers, and organizations related to the quality of implementation.

Predictors of Quality of Program Implementation

This chapter examines correlates of the quality of prevention activity implementation. The indicators of quality described in the previous chapter are the criterion measures. The chapter begins with a summary of hypotheses about predictors of sound program implementation. The remainder of the chapter summarizes tests of these hypotheses as well as additional explorations that were not driven by specific hypotheses. We examine, for example, whether "packaged" or "multi-component" programs are implemented with greater or lesser strength than "home-grown" or unitary activities, and we will examine the role of school-based planning in the implementation process. In the present chapter we examine data about quality at the level of individual programs or activities. Then, in the following chapter, we examine data about the quality of prevention activities at the school level and examine information about the relations between school characteristics and program quality. In performing these tests and explorations, each of the data sources (Principal, Teacher, Student, Program Coordinator Questionnaires, and archival data) are used to identify characteristics of programs, populations, providers, and organizations related to the quality of program implementation.

Factors Hypothesized to Leading to Successful Program Implementation

The following categories of factors are hypothesized on the basis of prior research and experience to be linked to the successful implementation of prevention programs.

1. Organizational capacity (morale, staff stability, history of failed or successful programs in the past).

   Better morale, more stable staff, and a history of successful program implementation in the past is expected to go with better current implementation. In contrast, low morale, high staff or principal turnover, and a history of failed programs is expected to go with poor implementation.

2. Leadership and staff traits and past accomplishments.

   Implementation is expected to be better in schools in which principals report that they display behaviors associated with effective leadership and where they are perceived by others as effective leaders. Schools where principals or program implementers have a record of accomplishment in the past are expected to be more successful in what they currently implement. And programs implemented by more conscientious implementers in schools led by more conscientious principals are expected to be better implemented.

3. Budget and resources.

   Lack of adequate budget or resources is expected to thwart successful program implementation, and adequate budget and resources is expected to promote quality implementation.

4. Organizational support (training, supervision, principal support). Extensive and high quality training is expected to promote high quality and extensive implementation, whereas lack of training and poor training is expected to lead to weak or poor quality implementation. Direct and more extensive supervision is expected to lead to higher quality and more complete implementation, whereas lack of supervision is expected to allow low quality and limited implementation. Principal support for an activity is expected to lead to more extensive implementation and to higher quality implementation.

5. Program structure – manuals, implementation standards, quality control mechanisms.

   Greater structure is expected to lead to higher quality implementation and implementation that more closely follows a plan for what should be implemented. Implementation manuals can provide scaffolding for implementers by providing structure, an organization, and a plan for what to do as well as guidance on how to do it. Prepared materials, such as handouts, overhead masters, and videotapes, can make implementation easier and deviation from intended content less likely. Statements of standards for implementation provide the persons implementing a program with a basis for determining whether what is being done is good enough. And quality control mechanisms such as procedures for monitoring progress, review of progress, and worker supervision are expected to promote better implementation by focusing attention on how well implementation is being done.

6. Integration into normal school operations, local initiation, and local planning.

   The extent to which program design choices are integrated with normal school operations is expected to have consequences for implementation. Better integration of activities with the regularities of the school is expected to lead to more enthusiastic and widespread adoption of prevention practices within a school. Schools do certain kinds of things as a matter of routine. Preeminently, schools conduct instruction organized in classrooms. Schools employ teachers, supervised by principals, to carry out instruction. Although schools often employ other categories of workers, including counselors, nurses, clerical personnel, and maintenance workers, teachers constitute most of the school workforce and they are the personnel who most often and most directly interact with students. Schools also sometimes utilize the services of volunteers or other persons not in the employ of the school. Unlike regular school employees, the timing, duration, and extent of involvement of these external personnel is only weakly controlled by the school. The extent to which a prevention activity is carried out by regular school employees in the conduct of their accustomed work (i.e., teaching), the more widely implemented it is likely to be. Other things being equal, administrators are more likely to implement extensively and well activities that involve administration, teachers are more likely to implement activity that involves teaching in their classrooms, counselors are more likely to implement activity that involves counseling in their offices, and nurses are more likely to implement activity that resembles traditional nursing activities.

When activities or arrangements are selected, devised, or planned by persons within a school organization, they are expected to be more acceptable to persons within the school. When locally planned or initiated, activities are (by definition) not imposed upon a school and impulses to resist adoption or implementation which are sometimes triggered by programs imposed upon a school are less likely to be evoked.

When school personnel use information about what and how to implement activities derived from researchers, experts, publications, and other sources, they are expected to incorporate more best practices and to emulate successful models more fully because they are more likely to have the information needed to do so.

7. Program feasibility (match between program design features and regular activities of schools, few obstacles).

   Some activities or arrangements are expected to encounter obstacles to implementation. Activities that occur after the end (or before the beginning) of the regular school day or on weekends will be more difficult to implement because they are outside of regular work hours, activities that require transporting students away from the school will be more difficult to implement routinely than those that take place in the school, and activities that are difficult to carry out with a classroom-sized group of students in a 30 to 50 minute period are unlikely to be sustained.

8. Level of disorder.

   It is expected that high levels of disorder in a school will make everything more difficult to implement. High levels of disorder may provide impetus to the adoption of prevention programs, activities, and arrangements. But other things being equal, the distractions and emergencies of a disorderly environment are expected to undermine the quality of implementation of such programs, activities, and arrangements.

Measures of Hypothetical Predictors of Program Quality

Measures of the hypothetical predictors of program quality are derived from reports by principals, teachers, implementers, students, and archival sources. Table 5.1 shows the names and sources of each of the different indicators of the predictors. It also shows the number of items and, as appropriate, an alpha individual-level reliability and an estimated lambda reliability

Table 5.1
Measures of Hypothetical Predictors of Program Quality

Category and predictor scale or item name	Source	*N* items	α^a	$\hat{\lambda}$
Organizational capacity				
Morale	TQ	11	.81	.88
Organizational focus	TQ	16	.94	.86
School amenability to program implementation	PQ2	9	.76	–
School amenability to program implementation	AQ	11	.81	.69
Faculty-administration obstacles to implementation	PQ1	12	.76	–
School capacity for program development	PQ1	6	.55	–
Open identification of problems	PQ1	3	.55	–
Teacher-principal communication	PQ1	2	.59	–
Teacher turnover	PQ1	1[b]	–	–
Program or activity staff turnover	AQ	1	–	.43
School size	PQ1	1	–	–
Leadership and staff competencies, traits, past accomplishments				
Administrator leadership	TQ	12	.84	.88
Leadership behavior	PQ2	19	.90	–
Accomplishment record of principal	PQ2	7	.70	–
Accomplishment record of activity coordinator	AQ	12	.84	–
Conscientiousness of principal	PQ2	20	.90	–
Conscientiousness of activity coordinator	AQ	20	.91	–
Non-delegation of responsibility by principal	PQ1AD	1[c]	–	–
Broad principal span of control	PQ1AD	1[d]	–	–
Budget				
Funding for program assured next year	AQ	1	–	.40
Budget control over project activities	AQ	1	–	.44
Organizational support				
Amount of training in classroom management/instructional methods	TQ	1	–	.63
Amount of training in preventing student problem behaviors	TQ	1	–	.70
Quality and quantity of training in discipline	PQ2	8	.91	–
Amount of training in activity/program	AQ	3	.67	.52

continued . . .

Table 5.1 *(continued)*
Measures of Hypothetical Predictors of Program Quality

Category and predictor scale or item name	Source	*N* items	α[a]	$\hat{\lambda}_{.}$
Quality of training in activity/program	AQ	6	.87	–[e]
Monitoring of conformity of discipline practices with policy	PQ2	1	–	–
Principal's performance appraisal depends on discipline management	PQ2	1	–	–
Supervision or monitoring of implementation of program or activity	AQ	3	.55	.49
Principal support for program or activity	AQ	1	–	.44
Program structure				
Standardization	AQ	5	.72	.45
Integration into normal school operations				
Planning	TQ	9	.62	.84
Local responsibility (school insiders) for program initiation	AQ	14	.82	.50
School district responsibility for program initiation	AQ	4	.77	.57
Variety of information sources used in selection of discipline practices	PQ2	7	.68	–
Variety of information sources used to select program or activity	AQ	7	.70	.51
Amount of provider's job related to program or activity	AQ	1	–	.24
Activity is part of regular school program	AQ	1	–	.27
Provider is full-time	AQ	1	–	.40
Paid workers deliver program or activity	AQ	1	–	.44
Local initiative versus Safe and Drug Free Schools and Communities coordinator initiative	PQ2	1	–	–
Local development of discipline practices	PQ2	5	.68	–
Program or activity feasibility				
Obstacles to program implementation	AQ	12	.74	.44
Activity occurs during the school day[f]	AQ	1	–	.52
Activity occurs in the early evening (6:00 - 9:00 p.m.)[f]	AQ	1	–	.59
Level of disorder/problem behavior				
School safety, teacher perspective	TQ	8	.94	.75
School safety, student perspective	SQ	13	.80	.86

continued . . .

Table 5.1 *(continued)*
Measures of Hypothetical Predictors of Program Quality

Category and predictor scale or item name	Source	*N* items	α^a	$\hat{\lambda}.$
Classroom orderliness	TQ	14	.92	.79
Teacher victimization	TQ	8	.61	.72
Student victimization	SQ	7	.61	.68
Selectivity	PQ1	5	.86	–
Problem student magnet	PQ1	3	.81	–
School crime	PQ2	5	.68	–
Gang problems[g]	PQ2	2	.38	–
Last-year variety drug use	SQ	16	.87	.88
Delinquent behavior	SQ	13	.84	.78

Note. α = alpha reliability for individual-level measure. $\hat{\lambda}.$ = estimated reliability of school-level aggregate; calculated from unweighted data excluding schools with fewer than 10 students (or teachers) unless 70% of sampled students (teachers) responded. PQ1 = phase 1 principal questionnaire, PQ2 = phase 2 principal questionnaire, AQ = activity coordinator questionnaire, TQ = teacher questionnaire, SQ = student questionnaire, PQ1AD = phase 1 principal questionnaire activity detail booklet.

[a] Value shown for PQ2 is the median alpha for elementary and secondary schools.

[b] Ratio of new teachers this year relative to the total number of teachers. Although the calculation of this item is based on responses to two questions, there is only a single indicator of turnover in the principals' reports.

[c] Percentage of named prevention activities for which the principal listed him/herself as the only person who can provide information.

[d] Percentage of named prevention activities for which the principal listed him/herself as one of the individuals who can provide information.

[e] Questions about quality of training were not answered by respondents who indicated that there was none. Too few schools had multiple responses on training quality to calculate dependable reliability estimate for the school level.

[f] Respondents indicated when the activity occurred using a list of possibilities, including weekends and immediately after school. Only the two time intervals listed here were empirically related to program quality.

[g] Alphas differed greatly for elementary and secondary schools (elementary school principals tended to report few gang problems). Elementary α = .23, secondary alpha = .54.

for the average school.[1] Alpha reliability cannot be calculated and therefore is not shown when construct is represented by only one item per individual respondent. Lambda reliability cannot be calculated and therefore is not shown when there is only one individual (or a very small number of individuals) describing each school. In such cases differences among schools are confounded with individual differences in views or opinions about a school and we cannot estimate the proportion of variance that lies between schools. For the present purposes, the school-level reliability of measures – the column headed $\hat{\lambda}$. – is of importance. Just as α is conceptually an average inter-item correlation stepped up according to the number of items in a scale, so also is lambda-hat conceptually the intraclass correlation (ρ) stepped up according to the number of respondents per school. It depends on the size of the intraclass correlation and the number of observations per school and so reflects the relative amount of variance between schools as well as the size of the sample.

The information on alphas from Table 5.1 suggests the following interpretations with respect to the measurement of specific activities or programs and individuals:[2] (a) For some measures – perceived morale, perceived organizational focus, perceived amenability to program implementation, perceived administrator leadership, principals' self-reported leadership behavior, accomplishment record of activity coordinators, conscientiousness (principal and activity coordinator), quality and quantity of training in discipline, quality of training in activities/programs, perceptions of local responsibility for program initiation, perceptions of school safety (teacher and student), classroom orderliness, principals' reports of school selectivity and of the attraction of problem students, and student self-reports of drug use – the alphas are relatively high (above .7) implying that respondents tend to provide consistent accounts of their own behavior or how they see the school. (b) In contrast, for some measures alphas are considerably smaller. These measures are either event scales which would not be expected to have high internal consistency, or they have fewer than five items. And (c) for variables represented by single items no estimate of individual-level reliability is available.

The information on lambda-hats from Table 5.1 suggests the following interpretations with respect to the measurement of school characteristics: (a) For some measures – Morale, Organizational Focus, Administrator Leadership, Planning, Safety (both teacher and student reports), Classroom Orderliness, Last-Year Variety Drug Use, and Delinquent Behavior – school characteristics appear to be reliably measured as lambda-hats are all .75 or above. (b) In contrast, for some measures – program or activity staff turnover, whether funding is assured for the following year, degree of budget control over activities, the degree of principal support for programs or activities, Standardization, amount of provider's job related to the program or activity, whether activities are part of he regular school program, whether the provider is a full-time worker, whether paid workers deliver the program or activity, and Obstacles to Program Implementation – school characteristics are not measured with high reliability as lambda-hats are all .45 or below. Low school-level reliability is to be expected when there is a great deal of heterogeneity within schools. For example, if some programs or activities involve a great deal of local responsibility for program initiation and others within the same school involve very little such responsibility, then within-school variability can be high relative to between school variability. This appears to be the case. The individual-activity-level reliability (alpha) for Local Responsibility for Program Initiation was a relatively high .82, but the school-level reliability (lambda-hat) for this scale was a more modest .50.

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[1] The item content or illustrative item content of the scales listed in the table may be found in Appendix E. Additional information about reliability, including intraclass correlations (ρ), is provided in Appendix F. Tables of correlations among measures are shown in Appendix G. Descriptive information, generally tables showing means for the measures by school level and location and (for activity questionnaires) by program category, is provided in Appendix H.

[2] Some measures are not intended to apply to individuals. For example, school safety should be considered to be a characteristic of a school rather than of individuals. When scored at the individual level, a score on a safety scale reflects individual differences in perception as well as the influence of the school environment on these perceptions.

In general, the school-level assessments based on teacher or student surveys using scales from the Effective School Battery (G. Gottfredson, 1984/1999; Morale, Administrator Leadership, Planning, Safety, Victimization), which were developed to measure school characteristics, are satisfactory. This is also true of the Organizational Focus scale (G. Gottfredson & Holland, 1997) which was developed to measure differences among organizations, and also of the Last-Year Variety Drug Use, and Delinquent Behavior scales (G. Gottfredson & Gottfredson, 1999) which were developed to measure individual differences but are shown in Table 5.1 to produce reliable measures of schools as well.

Correlations Between Characteristics of Activities and Indicators of Activity Quality

We turn now to a summary of the relations between the hypothesized predictors of program quality and our indicators of quality. Additional empirical links are also examined, but we warn the reader that the lack of explicit hypotheses makes this extended review something of a fishing expedition. The following paragraphs review correlations between characteristics *of activities* and indicators of activity quality.[3] The correlations described are based on unweighted sample data, and so should technically be taken as estimates of correlation in our sample rather than in the population of prevention activities.[4] The following chapter summarizes results from all sources, including correlations between average activity or program quality at the school level and other school-level variables. An examination of school-wide disciplinary practices is deferred until school-level variables are examined. Here we examine the empirical associations between characteristics of prevention activities and their quality of implementation. We begin with the results concerning hypothesized predictors, and then examine results for other variables.

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[3] Appendix Tables H5.1 through H5.3 show correlations between the hypothesized predictors of program quality and the indicators of program quality. The tables are organized according to the following general categories: Characteristics of the activity (Appendix Table H5.1), characteristics of the program coordinator (Appendix Table H5.2), and the origin of the activity and its funding sources (Appendix Table H5.3). These tables use data only from the activity questionnaires (*n*=3,702). Recall that certain quality indicators were scored only for certain types of activities. Similarly, certain predictors are meaningful only for certain types of activities. The range of numbers of activity questionnaires on which each correlation is based are shown for each quality indicator in the table column heads.

Evidence About Hypothesized Predictors

Capacity. As hypothesized, program coordinators' views of the schools' amenability to program implementation was positively and significantly correlated with six of the eight indicators of program quality. Correlations ranged from .00 to .12, *Mdn* = .08. Although correlations are small, their direction supports the hypothesis. In contrast, the median correlation between program or activity staff turnover and the eight measures of activity quality is .04. Correlations range from -.02 to .07, and confidence intervals for only three of the positive correlations do not include zero. Contrary to the hypothesis, activities where staff have been replaced because they left or were dismissed are of slightly better quality than those with more stability. Possibly poor staff are replaced by better implementers. Correlations are very small, however (see Appendix Table H5.1).

Program coordinator accomplishments and traits. More conscientious program coordinators, and coordinators with a record of more program-related accomplishments coordinate programs with better implementation. For conscientiousness, the confidence intervals for correlations with four of the eight quality indicators are positive (.04 to .08) and do not include zero. For accomplishment, the confidence intervals for correlations with five of the eight quality indicators are positive (.05 to .13) and do not include zero. One correlation is negative (−.11) and significantly different from zero: For the subset of program types for which frequency of staff participation was measured, staff participate less in the programs run by coordinators with a record of more past accomplishments. Although all are small in size, these correlations generally suggest that selecting coordinators who are higher in conscientiousness and who have a track record of past accomplishments would improve the quality of program implementation. The associations are in the small range, however (see Appendix Table H5.2).

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[4] Statements about statistical significance and confidence intervals are based on an assumption of simple random sampling. Once weights adjusting for sampling probabilities and nonresponse became available, we recalculated correlations and significance levels for the variables examined in Appendix Table H5.3 (i.e., correlations between activity quality and origins and sources of funding) to learn whether the application of weights and the use of resampling to estimate standard errors would have led to different interpretations. Appendix Tables H5.4 through H5.6 show side-by-side comparisons of correlations estimated with and without weights. Standard errors estimated by resampling are usually slightly larger than those estimated using the assumption of simple random sampling, and the correlations occasionally bounce a bit when weights are applied. But conclusions would not generally differ depending on the estimation method used. For example, the largest correlation in Appendix Table H5.4 is the .24 correlation between the use of best practices (methods) and school insider responsibility for starting the program. The correlation rounds to .24 whether weighted or unweighted data are used; the 95% confidence interval for the correlation is .193 - .284 under the assumption of simple random sampling and is .163-.309 when the standard error is estimated by resampling. Because results are so similar, in examining correlations, we decided not to apply weights or to use resampling to estimate sampling errors.

Budget and support. We hypothesized that programs with more secure funding and programs in which the coordinator had more control over the budget for the activity would be better-implemented. These hypotheses are generally not supported (Appendix Table H5.3). Programs whose funding is more secure for the next school year are more likely to expose a greater proportion of students and have slightly higher ratios of providers to students, but they are also slightly less likely to make use of "best practices." The median correlation of assured funding for the next year and the eight measures of quality is only .02. Programs whose coordinators have more control over the budget are more likely to expose a greater proportion of students, but this is the only association out of eight possible for which the confidence interval for the correlation (.12) does not include zero. The median correlation is only .02.

Organizational support. The level of supervision, quality of training, amount of training, and principal support for the prevention activity were hypothesized to predict the quality of implementation. The evidence generally supports the importance of these four variables. Of the 32 relevant correlations, 25 are statistically significant and in the expected direction. No significant result is in the unexpected direction. Moreover, the correlations are often moderate in size. For level of supervision, correlations with the eight quality criteria range from .00 to .25, *Mdn* = .14; for training quality correlations range from −.03 to .15, *Mdn* = .10; for amount of training correlations range from .02 to .18, *Mdn* = .14; for principal support correlations range from −.01 to .21, *Mdn* = 13 (see Appendix Table H5.1). Table 5.2 shows mean scores for selected indicators of program quality as a function of those indicators of organizational support that best predicted quality.

Standardization. Standardization of program materials and methods is also related to higher quality implementation, supporting the hypothesis. Programs scoring higher on the Standardization scale (i.e., activities with manuals; that include reproducible materials; use videos, films, etc.; provide lists of materials to be used; and specify the activities to be carried out are used more regularly) reach more students, and incorporate a greater percentage of "best practices" than less structured programs. Correlations for six of the eight measures of program quality are positive and their confidence intervals do not include zero (range of correlations = −.03 to .23, *Mdn* = .08). See Appendix Table H5.1 for details. Table 5.3 shows mean scores for selected indicators of program quality as a function of those indicators of standardization that best predicted quality.

Table 5.2
Activity Quality by Indicators of Organizational Support

Indicator of organizational support	Proportion "best practices" used — content			Proportion "best practices" used — methods			Frequency of participation — staff			Frequency of operation		
	M	CI	*N*	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*
Amount of training												
Low	.68	.64-.72	235	.49	.45-.52	445	2.65	2.33-2.97	206	2.51	2.42-2.61	469
Moderate	.69	.65-.74	310	.56	.53-.59	535	2.91	2.60-3.22	260	2.71	2.64-2.78	556
High	.74	.70-.77	407	.55	.53-.58	683	3.20	2.87-3.54	696	2.77	2.72-2.82	590
Quality of training												
0-3	.64	.57-.72	122	.50	.45-.55	217						
4-5	.70	.65-.76	175	.55	.51-.59	298						
6	.76	.73-.80	325	.56	.53-.59	536						
Level of supervision												
None				.45	.41-.49	271				2.52	2.40-2.65	220
Minor				.50	.46-.53	611				2.63	2.54-2.71	498
Moderate				.57	.55-.60	659				2.73	2.66-2.79	564
High				.64	.60-.68	344				2.89	2.85-2.94	285
Principal support												
None				.47	.41-.53	162	1.51	1.09-1.93	28			
Some				.47	.44-.50	649	2.53	2.20-2.85	186			
Much				.59	.57-.61	1085	3.11	2.91-3.31	564			

Note. Associations are shown on this table only when the absolute value of the unweighted correlation is greater than or equal to .15 and is significantly different from zero ($p < .01$). CI = 95% confidence interval for the mean. *N* = unweighted number of activities.

Table 5.3

Activity Quality by Standardization and Time

	Proportion "best practices" used — content			Intensity			Frequency of participation — staff		
Activity characteristics	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*
Standardization									
Low	.62	.57 - .66	270						
Moderate	.72	.68 - .75	344						
High	.75	.72 - .78	443						
Program takes place									
During the school day									
Yes				14.72	9.96 - 19.49	1407	2.85	2.65 - 3.05	456
No				-12.91	-22.72 - -3.09	342	2.24	1.94 - 2.54	167
In the early evening									
Yes				-22.33	-33.46 - -11.19	309			
No				16.47	11.88 - 21.05	1412			

Note. Associations are shown on this table only when the absolute value of the unweighted correlation is greater than or equal to .15 and is significantly different from zero ($p < .01$). CI = 95% confidence interval for the mean. *N* = unweighted number of activities.

Integration into normal school operations. The hypotheses about integration into normal school operations received stronger support from the data. When school insiders have greater responsibility for initiating a program, the program is more often implemented in a higher quality fashion. Correlations between school insider responsibility and seven of the eight quality indicators had non-zero correlations (ranging from .09 to .24). The remaining correlation between this measure of integration into school operations was in the opposite direction to that hypothesized, -.07. The median correlation between insider responsibility and measures of quality was .15. Programs for which the school district or researchers had more responsibility for initiation also have generally positive, non-zero correlations with the quality indicators, but they are not as large and not as consistent across indicators as are those with school insider initiation (district personnel range =.03 to .20, *Mdn* = .08; researchers range = .00 to .13, *Mdn* = .08). Appendix Table H5.3 also shows a consistently positive association between program quality and local *development* of the activity, but these associations are of very small magnitude. Researcher-developed programs (although relatively rare compared with non-researcher-developed programs) also have a slight advantage on five of the eight indicators of quality.

Another indicator of integration into normal school operations is the extent to which the program was selected after a deliberate attempt to seek information about what would work in the school. Programs or activities selected after a more extensive information search are, as expected, implemented in a higher quality fashion. Correlations with seven of the eight quality indicators with the number of different sources of information used to select an activity are greater than zero and in the positive direction. (Appendix Table H5.3 shows that the range of correlations is from -.01 to .18, *Mdn* = .10). Activities selected after using many sources of information are especially likely to incorporate "best practices" with respect to content.

Programs whose coordinator's jobs are more dedicated to the program, whose coordinators work full-time in the school, which are not delivered by volunteers, and that are part of the regular school program were also hypothesized to be better-implemented. These hypotheses are strongly supported. Of the 32 relevant correlations, only three are not in the expected direction and the confidence intervals for these include zero. Twenty-three (23) of the relevant correlations are statistically significant. Although most of these correlations are in the small range, a few are of moderate magnitude (details are in Appendix Table H5.1).

Table 5.4 shows selected indicators of program quality as a function of those indicators of integration into normal school operations that best predicted quality.

The evidence supports the contention that one way to improve the quality of implementation of prevention programs is to ensure that they are better integrated into normal school operations. More extensive local planning and involvement in decisions about what to implement, use of regular school staff as implementors (particularly when a larger portion of their regular job is dedicated to the activity), and incorporation of the activity as a regular part of the school's program all predict higher quality implementation.

Table 5.4

Activity Quality by Indicators of Integration Into Normal School Operations

Integration indicator	Proportion "best practices" used — content			Proportion "best practices" used — methods			Intensity			Frequency of participation — staff			Proportion students exposed or participating			Frequency of operation		
	M	CI	*N*	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*
How much responsibility for starting program?																		
School district personnel																		
None	.65	.61-.70	250							2.60	2.24-2.97	177						
Not much	.70	.66-.74	344							2.72	2.44-3.00	260						
Much	.73	.69-.77	274							2.97	2.57-3.36	201						
Very much	.82	.76-.88	113							3.86	3.47-4.26	95						
School insiders																		
None				.36	.28-.44	58				2.60	1.55-3.65	15	.33	.23-.42	77	2.46	2.19-2.72	43
Not much				.52	.50-.54	1268				2.62	2.38-2.87	375	.36	.34-.39	1651	2.61	2.56-2.67	1080
Much				.62	.59-.66	417				3.16	2.90-3.43	319	.50	.45-.55	507	2.76	2.70-2.82	551
Very much				.68	.45-.91	14				4.23	3.49-4.97	28	.62	.42-.83	23	2.88	2.74-3.02	35
Was information from research publications used to select program?																		
Yes	.76	.73-.79	431															
No	.66	.63-.70	528															

continued . . .

Table 5.4 *(continued)*
Activity Quality by Indicators of Integration Into Normal School Operations

Integration indicator	Proportion "best practices" used — content			Proportion "best practices" used — methods			Intensity			Frequency of participation — staff			Proportion students exposed or participating			Frequency of operation		
	M	CI	*N*	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*	*M*	CI	*N*
Number of different sources of information used to select program																		
0-1	64	.60-.68	267															
2	70	.64-.76	127															
3-6	78	.75-.81	421															
Program run by volunteers																		
Yes	60	.53-.68	67				-.24	-.34-.-.14	430	2.37	2.11-2.63	268						
No	76	.73-.78	544				.08	.03-.12	2094	3.21	3.01-3.41	491						
Amount of provider's job related to program																		
Incidental							-.23	-.34-.-.12	287	2.11	1.76-2.47	94				2.35	2.22-2.48	224
Minor							-.06	-.13-.00	757	2.83	2.58-3.07	426				2.64	2.59-2.70	898
Major							.19	.10-.29	493	3.58	3.20-3.97	159				2.87	2.82-2.91	433
Primary							.10	.00-.21	435	3.15	2.60-3.70	83				2.73	2.62-2.84	231
Program part of regular school program																		
Optional													.33	.30-.36	1331	2.54	2.48-2.61	919
Required													.54	.49-.58	504	2.81	2.76-2.86	526
Required and monitored													.42	.37-.46	503	2.79	2.72-2.85	358
Provider work in school?																		
Yes																2.69	2.64-2.74	1164
No																2.44	2.31-2.58	219

Note. Associations are shown on this table only when the absolute value of the unweighted correlation is greater than or equal to .15 and is significantly different from zero ($p <$ .01). CI = 95% confidence interval for the mean. *N* = unweighted number of activities.

Feasibility. We asked program coordinators to indicate to what extent their activity depended upon special arrangements or materials not usually readily available in schools. We expected that the number of such "obstacles" named would predict poorer implementation. The data produce mixed results relevant to this hypothesis. As expected, more obstacles are associated with somewhat less frequent staff participation and less frequent program operation. But more obstacles are also associated with somewhat higher scores on the "level of use" scale, and a higher proportion of best practice methods used. All correlations with the number of obstacles were small (ranging from -.10 to .07), and only half were significantly different from zero (details are in Appendix Table H5.1).

The time of day when the program or activities are conducted was also expected to predict its degree of implementation. The data reveal that the intensity, frequency of staff participation, and proportion of students exposed are higher for activities that take place during the school day, although the quality of the content and methods are not necessarily higher for activities that operate at this time. Programs or activities taking place before the school day also get higher staff participation and regularity in operation. The data are mixed for after-school programs: two indicators of staff participation are slightly higher for after school programs, but a significantly smaller proportion of students are exposed, the intensity is lower, and the quality of the program content is lower in these programs than in programs run at other times. Programs run in the evening and at night are also less intense. Details are shown in Appendix Table H5.1. Table 5.3 shows mean scores for selected indicators of program quality as a function of those times of day most associated with frequency of staff participation and program intensity.

Summary. We found substantial support for the following hypotheses:

1. Greater levels of conscientiousness and past accomplishments on the part of the program coordinator are associated with better quality of program implementation. The associations are small, however.

2. Better integration of the activity into normal school operations is associated with higher quality programming. More extensive local planning and involvement in decisions about what to implement, use of regular school staff as implementors (particularly when a larger portion of their regular job is dedicated to the activity), and incorporation of the activity as a regular part of the school's program are associated with higher quality implementation.

3. Greater organizational support is associated with higher quality implementation. More training, higher quality training, more supervision, and higher levels of principal support for the prevention activity should increase the quality of implementation.

4. Greater standardization of program materials and methods is associated with higher quality implementation.

Support for the importance of perceived school amenability to program implementation, budget control and program feasibility was mixed. The importance of budget control and certainty of continued funding was not supported, and the quality of programming is generally not enhanced by the absence of unusual program requirements. Programs run during the school day or just before school are, however, generally of higher intensity than programs run at other times.

Other Program or Activity Characteristics

Several additional characteristics of prevention programs measured in the program coordinator surveys were not specifically hypothesized to predict program quality and intensity but are of interest. These characteristics are discussed now.

Source of funding. Correlations between the activity quality indicators and the specific sources of funding for the activity are not large, but some interesting patterns emerge. Activities which are "institutionalized" in the sense that they are funded by their own school district are delivered with slightly greater intensity, greater frequency, and a higher level of use than programs that are not funded in this manner, but they are not necessarily of higher quality in terms of their content and methods. Programs funded through the Safe and Drug Free Schools and Communities Program (a Federal program that distributes approximately a half billion dollars per year to schools for prevention activities) make more use of best practices with respect to content but SDFS funding has only small (.08 or less in absolute value) correlations with other indicators of program quality.[5] These and other results are presented in detail in Appendix Table H5.3. Correlations are generally small between sources of funding and indicators of quality.

Cultural appropriateness. As the country's school population has become increasingly diverse, and as sensitivity about insensitive and inappropriate curricular materials or interpersonal approaches has increased in recent years, many educators and prevention workers have become increasingly concerned with the "cultural appropriateness" of prevention materials and methods. In surveys, we asked activity coordinators to indicate whether their activities were specially tailored for a particular group (e.g., females, African Americans, gay or lesbian youths); intended to foster understanding, respect, or appreciation for the diverse needs, traditions, or situations of particular groups (e.g., males, persons of different ethnic origins, persons of different religion); or used materials or methods culturally appropriate for the students served. Programs or activities that are specially designed to foster understanding for persons of different ethnic origins, cultural heritages, languages, etc. are better implemented in some ways than programs not so tailored, but the associations are very small, ranging from -.03 to .14, *Mdn* =

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[5] One speculation is that this pattern may result because SDFS-funded activities are more likely to make use of canned programs than activities without this source of funding. For example, of activities for which SDFS support was reported, 9% are D.A.R.E. programs, which use a higher proportion of best practices with respect to content, but which has failed to incorporate best practices with respect to method.

.04. The evidence is inconsistent for programs that are *specially tailored* for at least one of eight different groups listed (e.g., African Americans, Asian Americans, males). These programs make use of a slightly higher proportion of best practices with respect to methods, but they are less frequently operated than other programs. Correlations range from -.07 to .08 with the measures of quality, *Mdn* = .02. The program coordinator's perception of the program activity as "culturally appropriate" is slightly positively related to most indicators of program intensity and use, but not with the use of research-based content and methods. These correlations are also small. All the correlations are displayed in Appendix Table H5.1.

Characteristics of the population. Data were scrutinized to learn whether there were correlations between indicators of program quality and the specific groups targeted by the program or activity. For the most part, these correlations suggest that the population targeted is not much associated with the quality of the program. An exception is the expected observation that universal programs (programs directed at no special group) serve higher proportions of students than do targeted programs. A second (fortunate) exception is that activities directed at problem students or students about to be expelled involve lower proportions of students. Aside from these exceptions, the correlations are small and inconsistent across the different indicators of program quality. Details are presented in Appendix Table H5.7.

Activity objectives. Activity coordinators were presented with a list of potential activity objectives and asked to identify those addressed by the program or activity. This allowed an examination of the relations between specific activity objectives and activity quality, as well as an examination of the relation between the breadth of an activity's objectives (the number of different objectives identified) and program quality. The most striking finding is that the breadth of the program's objectives is significantly positively correlated with seven of the eight indicators of program quality and quantity, and for best practices with respect to content the correlation is large. The correlations range from .00 to .43, *Mdn* = .10. Correlations of program quality with the various specific objectives are generally slightly positive, and are generally moderately positive with the indicator of best practices with respect to content (two exceptions being programs targeting religious beliefs and parental supervision). The correlations between best practices (content) and the thirteen specific objectives range from -.07 to .30, *Mdn* = .22. Programs targeting social skills and competencies as objectives do not have a very favorable pattern of correlations with the quality indicators. This type of program has been identified in efficacy research as one of the potentially most effective in terms of its effects on problem behavior. The present results imply that as applied in schools such programs typically do have a larger proportion of best practices with respect to content (by definition), but that they less often use best practices with respect to methods, are less intense, and expose a smaller proportion of students to the activity than do programs without social skills objectives. Details of the relations between activity objectives and the eight quality indicators are presented in Appendix Table H5.8.

Activity content. Correlations of measures of program quality with specific activity categories (expressed as dummy variables) are simply a different way of expressing the associations between program type and quality of implementation discussed in Chapter 4 (and summarized in Table 4.7). Nevertheless, such a table of correlations is presented in Appendix Table H5.9. That table also shows correlations with the multi-component nature of a program or activity and whether it is a packaged program. (Recall that a multi-component program is one that was identified by the school administrator responding to the principal survey for program identification as belonging to multiple categories, and that a "packaged" program is an activity recognizable as a widely marketed product such as D.A.R.E. or Assertive Discipline.) Although we found evidence (just described) that programs targeting more objectives are implemented with higher quality than are programs with narrower objectives, we also see evidence that when a program activity is one component in a larger activity that contains several different types of activities, its implementation quality may suffer. The correlations between multi-component status and the eight quality indicators are small and only reach statistical significance for two of the eight indicators – in both cases negatively correlated with quality. Correlations range from – .06 to .02, *Mdn* = – .04. These results argue against claims that multi-modal programming will be more effective. Although we have no data on the effectiveness of these programs for achieving their objectives, the correlations (presented in Appendix Table H5.9) suggest that multi-component programs are not particularly well implemented in practice.

The pattern of results is similar for packaged programs. When all packaged programs are grouped together, the evidence suggests that they are not as well implemented as home-grown or less well-known programs. The correlations (Appendix Table H5.9) are small, however. In the following sections, we examine packaged and multi-component programs more closely.

Table 5.5 provides a summary of those hypotheses that were supported by examination of the activity-level data, and it provides a summary of the most striking findings from the exploratory data analyses.

A Closer Look at Specific "Packaged" Programs

Aggregating all eleven "packaged" or "canned" programs into one category as was done in the examination above may disguise important differences among them. In this section we describe the quality of the two canned programs that were over-sampled -- D.A.R.E. and peer mediation. Among the 1,087 packaged programs that principals named on the Phase 1 survey were 305 D.A.R.E. and 308 peer mediation programs. These were sampled with probability equal to 1.0 in Phase 2. From these sampled programs, 174 (57%) and 142 (46%) completed Activity Questionnaires were returned. D.A.R.E. programs were described in these returned questionnaires primarily as prevention curricula (48%) and uses of external personnel resources (38%), and less often as programs to improve the culture or climate of the school (9%). Peer mediation programs were described primarily as programs to involve youths in discipline (54%). Peer mediation activities were listed under a number of other categories as well (e.g., as prevention curricula or counseling programs).

Table 5.5

Summary of Activity-Level Correlates of Quality of Implementation

Hypotheses supported by the data

1. Greater levels of program coordinator conscientiousness and coordinator's record of past accomplishments are slightly associated with better quality of program implementation.
2. Better integration of the activity into normal school operations is associated with higher quality implementation. More extensive local planning and involvement in decisions about what to implement, use of regular school staff as implementors (particularly when a larger portion of their regular job is dedicated to the activity), and incorporation of the activity as a regular part of the school's program are associated with higher quality implementation.
3. Greater organizational support is associated with higher quality implementation. Specifically, more training, higher quality training, more supervision, and higher levels of principal support for the prevention activity are associated with higher quality of implementation.
4. Greater standardization of program materials and methods is associated with higher quality implementation. This means that activities for which there is a manual, written descriptions of specific activities or methods to be carried out, prepared materials such as visual aids, lists of materials, or reproducible materials are better implemented.

Patterns revealed by the data (although not hypothesized)

5. Activities which are "institutionalized" in the sense that they are funded by their own school district are delivered with slightly greater intensity, greater frequency, and a higher level of use than programs that are not funded in this manner, but they are not necessarily of higher quality in terms of their content and methods.
6. The breadth of programs' objectives is positively associated with program quality and quantity.
7. Multi-component programs (i.e., those involving several different categories of preventive activity) are not as well implemented as single category programs, although the association is small.
8. "Packaged" or "canned" programs as a group are not as well implemented as "home-grown" programs, although the association is small.

When the quality of these packaged programs is compared with the quality of *all* other prevention activities, we see very little difference: the average percentage of quality dimensions judged adequate is 55% for D.A.R.E. programs compared with 57% for all other programs. Similarly, the average percentage of quality dimensions in peer mediation programs judged adequate is 62% compared with 57% for all other programs. But this comparison is again too general because it compares a specific type of prevention activity with a hodgepodge of different types.

Tables 5.6 and 5.7 compare D.A.R.E. and peer mediation programs with other activities of the same type. These comparisons are limited to seventy-one D.A.R.E. programs that were listed as prevention curriculum and the seventy-seven peer mediation activities that were listed as activities to increase youth participation in discipline. These are compared with all other activities in the same category.[6]

Table 5.6 shows that compared with other prevention curricula employed in schools, D.A.R.E. involves about half as many lessons, and exposes 21% (compared to 48%) of the students in the school (D.A.R.E. is typically delivered only to fifth graders). The average duration and ratio of providers to students in the school is also lower for D.A.R.E. programs than for other curricular programs. Several of the quality indicators are not scored for programs that involve youth in discipline, but two of the three available indicators in Table 5.6 favor peer mediation over other similar programs. Peer mediation programs are used more regularly by staff and are operated on a more continuous basis throughout the school year, but they also involve a lower ratio of providers to students in the school.

The ratings of adequacy shown on Table 5.7 are more favorable for both D.A.R.E. and peer mediation. D.A.R.E. programs are rated "adequate" more often on all dimensions except for the use of best practice methods,[7] and the difference is statistically significant for the overall rating and for two of the specific dimensions – duration (for which a response of more than a month receives a rating of adequate) and frequency of student participation (for which a response of "weekly" or more receives a rating of adequate). Peer mediation programs tend more often to be rated "adequate" on the three dimensions examined, statistically significantly for the frequency of operation. These packaged programs are implemented in a more homogeneous fashion than other programs as indicated by lower standard deviations, and their characteristics cluster more closely around the cut-points selected for adequacy. D.A.R.E. is more likely than the average other instructional program to meet our criteria for an "adequate" program, even though the average quality of the program is likely to be somewhat lower.

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[6] Including D.A.R.E. or peer mediation programs that were identified by principals as belonging to a category other than the modal category would be awkward because parallel information is not available for all variables from the activity coordinator questionnaires. Packaged programs other than D.A.R.E. and peer mediation are included in the comparison group.

[7] A common criticism of D.A.R.E. is that it does not make use of state-of-the-art instructional methods. In particular, it relies heavily on didactic rather than interactive teaching methods.

Table 5.6

Mean Level of Use, Intensity, and Best Practices, Selected Packaged Programs

	Prevention curriculum		Youth participation in discipline	
Quality indicator	D.A.R.E. (*n*=61-69)	Other (*n*=226-303)	Peer mediation (*n*=69-75)	Other (*n*=77-92)
Proportion "best practices" used — methods	.49	.47	—	—
Proportion "best practices" used — content	.85	.80	—	—
Intensity				
Number of lessons/sessions	15.36*	30.51	—	—
Number of lessons or sessions (natural log)	2.78	2.94	—	—
Duration	4.98*	5.24	—	—
Frequency of participation — students	3.05	3.12	—	—
Frequency of operation	—	—	2.88*	2.53
Level of use by school personnel	3.62	4.01	4.57*	4.19
Proportion of students exposed or participating	.21*	.48	—	—
Ratio of providers to students in school 100 (ln (ratio + 1))	.44*	2.38	.75*	2.62

Note. Duration responses range from 1 (less than a day) to 7 (more than one full school year). Frequency of participation ranges from 1 (monthly or less often) to 6 (more than once a day). Level of use responses range from 1 (at least one person in school knows about activity) to 5 (one or more persons is conducting activity on a regular basis). Frequency of operation ranges from 1 (special occasions once or twice a year) to 3 (continually throughout school year). Frequency of staff participation was not ascertained for prevention curricula or activities involving youth participation in discipline. Although information about the proportion of students exposed to peer mediation was sought, respondents failed to report data for sixty percent of the activities in the analysis.

*95% confidence interval for the difference between the means for the selected packaged and other programs does not include zero.

Additional exploratory analyses were conducted to compare D.A.R.E. and peer mediation activities with other activities in their respective model categories.[8] Peer mediation programs are generally similar to other programs that involve youths in discipline-management roles in our sample. A greater percentage of peer mediation programs in our sample received funding

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[8] Appendix Tables H5.10 through H5.18 show comparisons of the two packaged programs with other programs listed in the came categories. We did not conduct statistical tests that take the complex sample into account to compare the significance of differences between the weighted proportions for packaged and other programs in the population. Statements about differences in the text refer to differences observed in our sample, rather than the population. Had our sample been a simple random sample from the population, the differences mentioned would all have been significant at the $p < .01$ level.

Table 5.7

Proportion of Programs Judged Adequate, Selected Packaged Programs

	Prevention curriculum		Youth participation in discipline	
Judged adequate	D.A.R.E. (*n*=64-67)	Other (*n*=226-300)	Peer mediation (*n*=74-77)	Other (*n*=77-92)
Proportion "best practices" used — methods	.22	.28	—	—
Proportion "best practices" used — content	.85	.74	—	—
Intensity				
Number of lessons/sessions	.61	.58	—	—
Duration	.89*	.75	—	—
Frequency of participation — students	.93*	.63	—	—
Frequency of operation	—	—	.92*	.70
Level of use by school personnel	.57	.52	.70	.62
Proportion of students exposed or participating	—	—	—	—
Overall quality of program or activity	.67*	.57	.75	.64

Note. Adequacy judgments were not made for either prevention curriculum or youth participation in discipline for two dimensions: (a) frequency of staff participation, and (b) ratio of providers to students in the school. Although information about the proportion of students exposed to peer mediation was sought, respondents failed to report data for sixty percent of the activities in the analysis; adequacy judgments were not made on this dimension for prevention curricula.

*95% confidence interval for the difference between the proportions for the selected packaged and other programs does not include zero.

through the Safe and Drug Free Schools and Communities program, and a higher percentage were selected after using information from marketing brochures or videos or from publications summarizing research. Compared to other activities in this category in our sample, they tend to be more standardized and have higher quality training.

D.A.R.E. programs are markedly different from other instructional programs described in our sample. The D.A.R.E. programs more often cover violence and drug topics and were less likely to cover other topics such as etiquette, sex, culture or history. D.A.R.E. relies more on lecture and individual seat-work and less on activities such as computerized multi-media features, "active" or "experiential" teaching, and computer-assisted learning (although D.A.R.E. relies on role-playing more than other curricular programs in our sample). The D.A.R.E. programs in our sample were more likely to have as objectives reducing problem behavior, reducing gang participation, and increasing knowledge about the law; and less likely to have as objectives a number of other precursors of problem behavior, including academic performance, job skills, norms, and school organizational capacity for self-management. D.A.R.E. programs are also more standardized than other programs, and the amount and quality of training for D.A.R.E. programs is higher than for other activities.

D.A.R.E. programs are more likely to be staffed by personnel who do not ordinarily work in the school, but they have less staff turnover than do other programs. Conducting the program is a bigger part of the job responsibilities of D.A.R.E. providers than conducting other instructional programs are for the providers of those other programs.

Perhaps the most striking differences between D.A.R.E. and other instructional programs in our sample have to do with their integration into the school. D.A.R.E. programs are much more likely to be "imposed" on a school than other programs. Their funding less often comes from the school district's budget and more often comes from external government or private funding. Somebody outside of the school is more likely to have budget control over the activities. The responsibility for initiating the activity in the school is more likely to be external to the school building.

Summary. When all "packaged" programs are grouped together, the evidence suggests that they are not as well implemented as home-grown or less well-known programs. When specific packaged programs are compared with other programs of a similar type, the evidence suggests that D.A.R.E. programs have a lower implementation level and peer mediation programs a higher implementation level than other activities in their respective categories. But both of these programs are nevertheless more likely to be judged "adequate" than are other programs in the same category. Put another way, the representatives of these two programs in our sample were more likely than other programs in their categories to meet the minimum criteria we set for adequacy despite being of poorer quality on average. The standardization and training that more often characterizes these programs in our sample may protect them from extremely poor quality, but may not require high quality.

The results suggest ways to improve D.A.R.E. programs. Lengthening the program and targeting a larger proportion of students would bring it more in line with competing options. D.A.R.E. programs are superior to other curricular activities in our sample in the amount and quality of training and the level of standardization. They suffer by comparison to other curricular activities in our sample on two main dimensions: the high level of lecture and seatwork, and the relatively poor integration into the school in general. One could imagine an improved D.A.R.E. model or a replacement model which would involve a greater level of teacher investment and participation. Such a model might be of benefit to students by encouraging regular teachers to reinforce the lessons in other parts of the curriculum.

A Closer Look at Planning Activities

Several of the results discussed so far suggest that local planning and involvement in decisions about what to implement increases the quality of implementation. In this section we examine local planning activities in greater detail.

One category of prevention activity is "interventions involving a school planning structure or process to manage change." More than half of the principals (57%) in the study reported the presence of such an activity in their schools, and we sent specially tailored questionnaires to 476 coordinators of sampled planning activities. We received useable responses for 50% of the program coordinator surveys describing these planning activities. Most (80%) of these planning activities include persons from outside the school; two-thirds use "school consultation" models which involve seeking professional advice on school practices or problem-solving; slightly more than one-half involve students in school decision-making roles (41% of elementary, 76% of middle/junior, and 84% of high school programs involve students). The school principal or another administrator is most often responsible for conducting or leading the planning activity (93%), followed by a certified teacher (76%) and a counselor or school social worker (62%).[9] These activities generally take place after school or in the evening, and the persons participating are generally volunteering their time because the activity is not part of their regular school duties. These individuals are, however, primarily full-time workers in the school. Program coordinators for this activity generally have more extensive records of accomplishment than coordinators of other types of activities.

More than 80% of these activities involve the following (in order of prevalence): development of action plans, use of information about the school, identification of goals, evaluation of outcomes, monitoring of planned activities, action teams, use of information about effective practices, and analysis of potential obstacles. Seventy-one percent involve a formal needs assessment. Of all types of activities, planning and change management programs ranked highest in the percentage with the objective of improving the school's capacity for self-management by, for example, strengthening its leadership, morale, or involvement of parents or staff in planning for school improvement. Planning or change management programs are also more likely than other types of programs to have been initiated by school insiders.

We saw earlier that school planning activities were among the higher quality programs, with the mean percentage of quality dimensions judged adequate 71% for this type of activity compared to the 57% average across all types of programs. The higher score results primarily from planning's higher than average "level of use" in the school (4.45 on a scale of 5), and because these activities generally last longer than other activities.

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[9] Respondents marked yes or no for a list of personnel who may be involved in leading or conducting the planning activities. In retrospect, it appears that many respondents marked answers as if the question asked who participated in the activity.

Embedding a prevention program in a structured local planning effort should increase the quality of the prevention activity because rational planning and data guidance should increase the fit between the activity and the school environment. Locally planned activities should more explicitly take into consideration the unique strengths and weaknesses of the organization, the characteristics of the student population, and the surrounding community. If a planning activity involves the participation of members of the school community, it is expected to generate greater commitment among the individuals who will have to carry out the plans that are made. This hypothesis might be tested by comparing the quality of implementation of multi-component activities that include a planning activity with similar preventive activities conducted without a planning activity. Unfortunately, the present activity data base includes very few such multi-component activities (only 49), and because they include twelve different types of activities, the number of cases for which a given quality indicator is present is to small to allow useful analyses.

An alternative way to compare activities involving a structured planning approach with other activities is to use as a proxy for planning one item that is available in the activity questionnaire for every type of activity. This item asked whether or not one of the elements of planning – formal needs assessment – was used to select the program or practice for the school. As noted above, formal needs assessment is present in 71% of the school planning activities. Mean scores on measures of program quality for programs or activities selected in part on the basis of a formal needs assessment and for activities selected without a formal needs assessment are displayed in Table 5.8. The table shows that the proportion of best practices with respect to methods used is higher (*M* = .59) for activities selected following formal needs assessment than for activities selected without a needs assessment (*M* = .51). Of the ten indicators of quality, all except the ratio of providers to students in the school favored programs selected using needs assessment; and the differences were significantly different from zero in six of the ten comparisons. Activities selected using a formal needs assessment are used more regularly by staff, incorporate more methods and content "best practices," involve more lessons, are operated more frequently, and last longer than other programs. A greater percentage of programs based on a formal needs assessment (62%) are judged adequate according to the criteria described earlier than are programs without a needs assessment (54%). Activities selected on the basis of a formal needs assessment are clearly of higher quality than activities selected in other ways.

Activities that are initiated and maintained through a deliberate planning effort are of higher quality than programs that are simply "installed" in the organization. These well-planned activities tend to have some of the characteristics shown earlier to be related to higher quality programming: A high level of local staff participation in program initiation; more and better training; greater standardization; and a higher degree of supervision. Interestingly, these activities tend to be funded through government sources – Safe and Drug-Free Schools funds and, to an even greater extent, other government funding. Ancillary analyses (not tabled) imply that activities initiated through a deliberate planning effort are more likely to have been developed by a researcher, and they tend *not* to be "packaged" programs such as D.A.R.E. or QUEST.

Table 5.8

Activity Quality by Use of Needs Assessment

	Formal needs assessment used					
	No			Yes		
Quality indicator	*M*	CI	*n*	*M*	CI	*n*
Technical quality						
Proportion "best practices" used – methods	.51*	.49 - .54	998	.59	.56 - .61	698
Proportion "best practices" used – content	.68*	.65 - .72	574	.74	.70 - .77	382
Intensity						
Number of lessons/sessions	32.16	24.27 - 40.06	882	34.59	28.67 - 40.51	570
Number of lessons/sessions (natural log)	2.55*	2.43 - 2.67	882	2.82	2.69 - 2.95	570
Duration	5.14*	5.01 - 5.27	1105	5.61	5.48 - 5.74	753
Frequency of participation – students	2.96	2.84 - 3.08	1566	3.15	3.01 - 3.28	1050
Extent of use						
Frequency of operation	2.61*	2.55 - 2.67	982	2.73	2.67 - 2.80	678
Frequency of participation – staff	2.80	2.54 - 3.05	388	3.04	2.78 - 3.30	315
Level of use by school personnel	4.05*	3.97 - 4.14	1902	4.35	4.27 - 4.43	1255
Degree of student exposure						
Proportion of students exposed or participating	.38	.35 - .41	1338	.42	.38 - .46	855
Ratio of providers to students in school	.04	.03 - .04	1467	.03	.03 - .04	925
Mean proportion dimensions judged adequate	.54*	.52 - .56	1937	.62	.60 - .64	1277

Note. CI = 95% confidence interval for the mean. *n* = unweighted number of activities.

*95% confidence interval for the difference between the means does not include zero.

Summary

Evidence presented in this chapter about the activity-level correlates of the quality of those activities supported some of the hypotheses about predictors of quality. Specifically, the following were found to be correlated with activity quality: implementer conscientiousness and a record of past accomplishments, better integration of the activity into normal school operations, greater organizational support for implementation, greater standardization of program materials and methods. Exploration of the data also found that activities that were funded by the local school district's budget were implemented on average with more intensity, greater frequency, and a higher level of use by school personnel; and that activities with a broader range of objectives scored higher on measures of quantity and quality.

Programs that are identified by principals as belonging to more than one category in the classification of discretionary prevention activities tend to be of somewhat lower average quality than programs falling in only one category.

Packaged programs in general tend to be implemented in weaker form than home-grown or locally developed programs. Of the two specific packaged programs examined in greater detail – D.A.R.E. (an instructional/curricular program) and peer mediation (programs involving youths in the regulation of student conduct) – one (D.A.R.E.) was usually a weaker on measures of program quality than other programs in the same category and the other (peer mediation) was usually stronger on measures of program quality than other programs in the same category. Both were, nevertheless, judged "adequate" more often than the average program in their categories.

Several lines of evidence suggest that the involvement of school personnel in planning is important. First, more extensive local planning and involvement in decisions about what to implement is associated with program quality. Second, the typical quality of programs involving planning for or managing change is higher than the quality of most other kinds of programs. Third, programs or activities selected based in part on a formal needs assessment are of higher quality in multiple ways than are activities not based on such an assessment.

The following chapter turns to the school-level correlates of quality and to the quality of prevention programming at the school level.

School-Level Correlates of Implementation Quality

This chapter focuses on the school as a social organization. The school is the unit within which instruction and all programs take place. The school typically occupies a single location in the community and typically has a single leader who supervises all personnel and students in the school. Accordingly, we now examine the school as the unit of analysis in the examination of prevention program quality.

Recall that this inquiry is structured by hypotheses that the following variables predict the strength of program or activity implementation:

1. Organizational capacity (morale, staff stability, history of failed or successful programs in the past).
2. Leader and staff traits and past accomplishments.
3. Budget and resources.
4. Organizational support (training, supervision, principal support).
5. Program structure – manuals, implementation standards, quality control mechanisms.
6. Integration into normal school operations, local initiation, and local planning.
7. Program feasibility (match between program design features and regular activities of schools, few obstacles).
8. Level of disorder.

Fuller accounts of these hypotheses may be found in Chapter 1 (pp. 1.11 - 1.15) and Chapter 5 (pp. 5.1 - 5.3).

Measurement of School-Level Variables

Three of these sets of variables can only be measured at the school level. The school-level measurement of all of these sets of variables is described in the following paragraphs. Fuller accounts of the measures devised specially for the present study are found in Appendix E.

Organizational capacity refers to the degree to which a school has the social organizational infrastructure to carry out complex activities well. We identified several more specific indicators of organizational capacity to operationalize the organizational capacity construct.

(a) Morale characterizes the school in terms of the degree of *esprit de corps,* the sense of commonality of purpose, and the sense that the members of the organization can depend upon each other to willingly perform as required to achieve common goals. The schools' teachers completed the Morale scale of the Effective School Battery (G. Gottfredson, 1999).

(b) The Organizational Focus scale (G. Gottfredson & Holland, 1997) is also used as a measure of organizational capacity. The Organizational Focus scale was constructed to provide a measure of the degree to which an environment has a focused set of consistent and explicit goals (versus conflicting and poorly defined goals). It was completed by teachers.

(c) To measure the school's history of successful versus failed programs, we constructed several scales. One pair, labeled School Amenity to Program Implementation, was completed by the principal and by the schools' teachers in phase two surveys. It includes items such as "Faculty are open to identifying and trying to solve problems," and "Teams of faculty members work together to accomplish something of importance." A scale titled Teacher-Administration Obstacles to Program Development contains items such as "Getting cooperation from teachers is like pulling teeth,"(+) and "Every teacher can be counted on to help" (-). It was completed by principals in the phase 1 survey. The phase 1 principal survey was also the source of a scale called School Capacity for Program Development. This scale contains items such as "The school obtains many resources from the community," and items about how easy it is to recruit first-rate staff and the degree of parent involvement. A brief scale called Open Problem Identification, completed by the principal in the phase 1 survey, concerns the extent to which the school has clearly identified and agreed upon problems to address. A two-item Teacher-Principal Communication scale, completed by the principal in phase one, assesses the degree to which faculty communicate directly with the principal. Teacher turnover, calculated from principal reports in the phase one questionnaire, was used as an inverse measure of staffing stability.[1] This was augmented by the average amount of turnover among implementing personnel reported in the phase two activity coordinator survey. Finally, school enrollment was examined as many things seem more difficult to accomplish in large organizations. All of the foregoing measures are expected to be positively correlated with quality of implementation, except turnover, school size, and Teacher-Administration Obstacles to Program Development which are expected to be negatively correlated with implementation quality.

Leadership traits and accomplishments is, similarly, usefully considered a school-level variable; schools generally have a single leader. Several more specific indicators were examined.

(a) The Administrator Leadership scale of the Effective School Battery (G. Gottfredson, 1999) was completed by teachers. This scale captures information about the extent to which the principal is seen as a good leader by the school's faculty.

(b) Four brief scales constructed for the present research intended to assess facets of principal leadership behavior based on the self-reports of principals in the phase two questionnaire. The Supervision and Feedback subscale reflects a principal's emphasis on discussing quality of work performance with staff members, formally reviewing teacher

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[1] Principals reported the number of full time teachers in the current (f_1) and previous (f_0) year. Separately they reported the number of teachers new to the school this year (n_1). Turnover was calculated as follows:

$$\text{for } f_1 - f_0 > 0,\ t = 100[n_1 - (f_1 - f_0)]/f_0; \qquad (1)$$

$$\text{for } f_1 - f_0 \le 0,\ t = 100n_1/(f_0 + (f_1 - f_0)). \qquad (2)$$

Small negative values were trimmed to 0 for a few cases. t was made missing for the nine schools with $t = 100$, assuming errors in reporting. This made no substantive difference in the correlations reported here.

performance, and communicating performance expectations. It resembles the "initiating structure" dimension in Fleishman's (1953) two-factor taxonomy of leadership behavior. The Consideration subscale reflects a principal's emphasis on checking with teachers before making changes that affect them and being patient and helpful to faculty. It resembles the "consideration" dimension in Fleishman's two-factor taxonomy. The Presence and Visibility subscale reflects a principal's emphasis on observing teachers' instruction and classroom management, planning staff meetings, and using reason or passion to generate staff commitment to tasks. It was constructed to assess the first factor in a job analysis of principals' work reported by G. Gottfredson and Hybl (1987). The Planning subscale reflects a principal's emphasis on formally assessing the needs and problems of the school, evaluating the effectiveness of existing practices, discussing alternative plans, and setting school improvement goals. It is also based on a factor from the Gottfredson and Hybl job analysis. These apriori subscales were empirically found to have strong intercorrelations in the present principal self-reports. Accordingly, a summary scale was composed for use in some analyses, the Total Leadership Behavior scale.

(c) Measures of non-delegation and of span of control were constructed from information provided by principals in the phase one Activity Detail Booklet. We observed that some principals listed themselves as the knowledgeable person about many or all of the activities they listed. In telephone followups we observed that it was difficult to convince some principals that other individuals might be able to provide information about a program; many indicated that only they knew enough about the activity to describe it. The Non-Delegation measure is the percentage of activities mentioned for which only the principal was identified as an informant. The Broad Span of Control measure is the percentage of prevention activities for which the principal was identified as an informant. These *ad hoc* measures are not rooted in prior research, but we speculated that programs would not be implemented well in schools where principals tended not to delegate or had very large spans of control.

(d) The Accomplishment Record scale summarizes information about a range of past accomplishments, such as having conducted training for other principals, serving as an officer in an educational organization or consultant on educational problems, or having presented or published papers in educational journals or magazines. It is based on a scale developed earlier by G. Gottfredson (1994).

(e) The Conscientiousness scale (Goldberg, 1992) is based on principal self-descriptions. High scorers are efficient, organized, and dependable; low scorers are careless, disorgnized, and inconsistent.

Budget and support. The measures used in examining correlates of the quality of school-wide disciplinary practices differed somewhat from those used to examine the correlates of the average quality of implementation of discretionary prevention programs. For discipline practices, the reports of principals about sources of support for disciplinary practices were obtained from the phase two principal questionnaire. They parallel the reports for specific discretionary activities examined in Chapter 5. For average implementation of discretionary programs, aggregated (averaged) reports about funding and budget control in the activity coordinator survey were used.

Organizational support. A number of indicators were used to measure organizational support. These include the aggregated reports of teachers and activity coordinators, and they include reports by principals.

(a) Training in Classroom Management or Instruction and Training in Behavior Management are based on the aggregated reports of teachers about the extent of training in these matters.

(b) Amount of Training for Activities and Quality of Training for Activities are based on the aggregated reports of activity coordinators.

(c) The Quantity and Quality of Training in School Discipline scale is based on the reports of the principal in the phase two questionnaire.

(d) Level of Supervision and Principal Support for Program are based on the aggregated reports of activity coordinators. Accordingly, they reflect the average level of supervision and the average level of support perceived by coordinators of various programs or activities in the school.

(e) Monitoring of Implementation of Discipline Policies is based on the principal's phase two report of the degree of monitoring of practices for conformance with policies.

(f) Finally, whether the principal's own performance appraisal depends on the management of discipline in the school according to principals' reports in the phase two questionnaire was used as an indicator of organizational support from a level higher than the school.

Program structure was measured at the school level by averaging the Scriptedness score from all of the activity coordinators' reports for the school.

Integration with school operations was assessed in a variety of ways, including the reports of teachers, the principal, and activity coordinators.

(a) The Planning scale from the Effective School Battery (G. Gottfredson, 1999) was used to summarize teachers' reports about the extent to which the school makes plans and takes action to solve problems.

(b) The measures of integration of each prevention activity with school operations described in Chapter 5 were aggregated to the school level to provide school-level measures of all of these indicators. The resulting aggregated activity coordinator reports were used in analyses of quality of discretionary activities.

(c) Degree of local initiative in the use of Safe and Drug Free Schools funds is based on the principals' reports of whether the school informed the SDFS coordinator how the school would use funds, whether the school chose from a menu, or whether the coordinator told the school which practices to use.

(d) The Local Development of Discipline Practices scale is based on principals' reports in the phase two questionnaire. It parallels the measure examined in Chapter 5 based on activity coordinators' reports.

Feasibility of activity. Measures of the feasibility of each prevention activity described in Chapter 5 were aggregated to the school level to provide school-level measures of all of these indicators. The resulting aggregated activity coordinator reports were used in analyses of quality of discretionary activities.

Level of disorder or problems in the school. A variety of measures of school disorder and levels of problem behavior were examined. These are based on student, teacher, and principal reports.

(a) Student and teacher School Safety scales from the Effective School Battery (G. Gottfredson, 1999) were used to assess perceptions of the safety of the school. In low scoring schools, many places in the school are perceived as unsafe and students fear that they will be hurt or bothered at school.

(b) The Classroom Orderliness scale (D. Gottfredson, Gottfredson, & Hybl, 1993) from the Classroom Environment Assessment was completed by teachers to provide a measure of classroom orderliness. In low scoring schools much classroom time is directed to coping with misbehaving students and students who are disruptive; in high scoring schools students pay attention in class.

(c) Students completed the Victimization scale from What About You (Form DC, G. Gottfredson & Gottfredson, 1999), and teachers completed the Victimization scale from the School Action Effectiveness Study questionnaire (G. Gottfredson, 1982). Both scales reflect the variety of victimization experiences of respondents – ranging from minor theft, through threats, to attacks.

(d) Two scales pertaining to practices that may alter the composition of a school's studentry were developed for the present research. A Selectivity scale, based on principal reports in the phase one survey, reflect steps taken by a school to improve the input characteristics of its students by such means as specializing in attractive programs, selective admissions practices, religious or political preferences, scholarships, or recruitment programs. A Problem Student Magnet scale, based on principal reports in the same survey, reflects the assignment of students with educational, behavioral, adjustment or learning problems – or youths under court or juvenile services supervision – to the school.

(e) A School Crime scale is based on principals' reports in the phase two survey of the number of attacks or fights involving a weapon, attacks or fights without a weapon, robberies, thefts or larcenies, and vandalism that were reported to the authorities. The score is the sum of the log-transformed number of incidents of each type.

(f) A Gang Problems scale is based on principals' phase two survey reports of gang problems in the school and in the community.

(g) The Last-Year Variety of Drug Use scale from What About You (G. Gottfredson & Gottfredson, 1999) is based on student reports of drug use in the past year and uses "variety" scoring (Hindelang, Hirschi & Weis, 1981).

(h) A Self-Reported Delinquent Behavior scale from the School Action Effectiveness Study (G. Gottfredson, 1982) is based on student reports of their delinquent behavior in the last year, including behaviors ranging from minor theft to robbery.

(i) Three measures based on 1990 census information for the zip code area in which each school was located were developed. Simonsen (1998) matched school zip codes with census data.[2] Three orthogonal factor scores were developed as follows: (1) Concentrated Poverty and Disorganization marked by receipt of public assistance income, high ratio of households with children female-headed to children households with husband and wife present, a high proportion of households below median income, a high ratio of persons below 1.24 times the poverty income level to persons above that level, high numbers of divorced or separated persons relative to married persons with spouse present, high male and female unemployment, and a low proportion of owner-occupied housing units. (2) Urbanicity marked by a high proportion of the population living in an urbanized area, large population size, and a high proportion of persons aged 25 years and over college educated. (3) Immigration and Crowding marked by a high ratio of households with five or more persons to other households and a low proportion of non-English language households.[3]

Correlations Between School Characteristics and Quality of School-Wide Discipline Practices

In Chapter 3 we reported that school-wide disciplinary practices differ considerably according to school level. Accordingly, information about the correlates of the quality of discipline practices is shown separately for secondary schools in Table 6.1 and for elementary

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[2] She used information about county of location together with the zip code to identify census areas. It was not possible to geocode 35 schools because their zip codes did not occur in the Census Bureau's files due to new or isolated postal codes.

[3] The first and third factors had long tails and marked skew. Their standard scores were trimmed to the range ±3.0.

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Table 6.1

Correlations Between Measures of School Characteristics and Practices and Quality of Implementation of School-Wide Discipline Practices, Secondary Schools

		Proportion of "best practices" used:				
Predictor category and hypothesized predictor of implementation quality [a]	Adequacy composite	Communi-cation and documenta-tion	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
Organizational capacity						
Morale, teachers	.14** 344	-.10* 367	-.05 362	.12* 372	.15** 366	.03 367
Organizational focus, teachers	.19** 344	-.04 367	-.04 362	.12* 372	.08 366	.07 367
School amenability to program implementation, principal (2)	.22** 424	.15** 461	.06 451	.16** 464	.06 450	.11* 461
School amenability to program implementation, activity coordinators	.04 336	.01 362	-.05 358	.12* 366	.05 356	-.03 363
Teacher-administration obstacles to program development, principal (1)	-.13* 325	-.02 347	.01 347	-.08 354	-.13* 342	-.08 352
School capacity for program development, principal (1)	.11* 338	-.02 361	-.01 359	.09 367	.12* 359	.04 366
Open problem identification, principal (1)	.15** 345	.26** 370	.23** 369	.10 376	.03 366	.12* 374
Teacher-principal communication, principal (1)	.12* 354	.04 381	-.05 379	.13** 387	.07 376	.14** 386
Teacher turnover, calculated from principal reports (1)	.03 340	.04 366	-.02 363	.11* 371	-.04 362	.01 370
School enrollment, principal (1)	.02 359	.07 387	.22** 384	-.12* 393	-.08 382	-.01 391
Principal leadership, personality style, and record of accomplishment						
Administrator leadership, teachers	.15** 344	-.03 367	-.01 362	.10 372	.04 366	.04 367
Principal's leadership emphasis, principal (2)						
Supervision and feedback	.21** 426	.28** 462	.16** 453	.18** 466	.06 452	.11* 465
Consideration	.23** 426	.08 462	.08 453	.25** 466	.08 452	.12** 465
Presence and visibility	.17** 427	.22** 462	.16** 453	.14** 466	-.05 454	.06 466
Planning	.21** 426	.26** 462	.15** 453	.20** 466	.00 452	.12** 465
Total leadership behavior	.25** 425	.27** 459	.17** 450	.24** 463	.02 450	.13** 463
Non-delegation, calculated from principal data (ADB) [b]	-.09 367	-.02 396	-.08 392	.10 402	-.03 391	-.11* 400

continued

Table 6.1 *(continued)*

Correlations Between Measures of School Characteristics and Practices and Quality of Implementation of School-Wide Discipline Practices, Secondary Schools

		Proportion of "best practices" used:				
Predictor category and hypothesized predictor of implementation quality [a]	Adequacy composite	Communication and documentation	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
Broad span of control, principal (ADB) [c]	.00 367	.04 396	.06 392	.05 402	.01 391	-.03 400
Accomplishment record, principal (2)	.20** 426	.13** 463	.29** 454	.08 466	.01 452	.04 464
Conscientiousness, principal (2)	16** 423	.20** 459	.09 450	.06 462	.06 449	.07 460
Budget and support						
Source of resources for developing and applying school rules and disciplinary practices, principal (2)						
School district's budget allocation for the school	.15** 416	.14** 451	24** 442	-.03 454	.05 440	.01 453
Special funding through the Safe and Drug Free Schools and Communities program	.04 407	.12* 440	.18** 431	.08 443	-.07 431	-.02 442
Other external funding from government	.06 397	.07 428	.13** 421	.12* 431	-.01 419	-.02 430
Other external funding from private or charitable contributions such as foundations, local community organizations, or private citizens	.07 395	.06 425	.10* 419	.04 428	-.01 416	.03 427
Fund raisers (e.g., cake sales)	.06 395	.01 425	.08 419	.14** 428	-.05 416	.06 427
Safe and Drug-Free School and Community Act funds support any prevention activities in the school, principal (2)	12** 427	.14** 464	.20** 454	.01 467	.02 453	.05 465
Organizational support						
Training in classroom management or instruction, teachers	.11* 358	.07 385	.12* 377	.08 387	-.07 382	-.01 384
Training in behavior management, teachers	.04 358	.05 385	.06 377	.09 387	-.06 382	.02 384
Quantity and quality of training in school discipline, principal (2)	.28** 361	.25** 381	.28** 373	.12* 384	.06 375	.17** 385
Supervision or monitoring, activity coordinators	.11* 336	.12* 364	.13* 360	.11* 368	-.05 356	.07 365
Monitoring of implementation of discipline policies, principal (2) [d]	.26** 422	.22** 459	.21** 448	.11* 461	.03 448	.21** 460
Principal's performance appraisal depends on discipline management, principal (2) [e]	.11* 424	.13** 459	.19** 451	-.01 463	-.03 450	.06 461

continued

Table 6.1 *(continued)*
Correlations Between Measures of School Characteristics and Practices and Quality of Implementation of School-Wide Discipline Practices, Secondary Schools

Predictor category and hypothesized predictor of implementation quality [a]	Adequacy composite	Proportion of "best practices" used: Communication and documentation	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
Integration with school operations						
Planning, teachers	.19**	.07	.05	.19**	.08	.01
	344	367	362	372	366	367
Degree of local initiative in use of SDFS funds, principal (2) [f]	.02	-.16*	-.13	.02	.17*	-.01
	168	183	181	185	177	184
Local development of discipline practices, principal (2)	.18**	.10*	.23**	.16**	-.06	.13**
	426	462	453	465	452	464
Responsibility for developing discipline practices, principal (2)						
Administrators	-.03	.06	.02	-.02	-.02	-.05
	426	462	453	465	452	464
Teachers	-.13**	-.01	-.10*	-.14**	-.02	-.12**
	426	462	453	465	452	464
Other school staff	-.14**	-.14**	-.16**	-.16**	.04	-.09*
	422	458	449	461	448	460
Students	-.17**	-.08	-.23**	-.08	.07	-.10*
	424	459	450	462	450	461
Parents	-.12*	-.11*	-.23**	-.11*	.06	-.09
	423	459	450	462	449	461
District personnel	-.05	-.15**	-.09*	-.03	.02	.06
	417	450	442	453	439	453
Researchers or experts	-.10*	-.04	-.15**	-.10*	.09	-.06
	415	448	440	451	438	450
Variety of information sources used, principal (2)	.23**	.20**	.28**	.09	.05	.11*
	426	458	449	460	447	463
Level of problems in school						
Safety, students	-.03	-.11	-.14*	-.16**	.16**	.04
	271	288	282	290	286	288
Safety, teachers	.02	-.14**	-.09	.04	.14**	-.02
	342	365	360	370	364	365
Classroom orderliness, teachers	.01	-.18**	-.04	-.06	.13*	.05
	344	367	362	372	366	367
Victimization, teachers	-.01	.13*	.08	.10	-.18**	-.02
	344	367	362	372	366	367
Victimization, students	.09	.08	.15**	.12*	-.03	-.06
	271	288	282	290	286	288
Selectivity, principal (1)	-.06	-.22**	-.09	-.04	-.03	-.02
	352	380	377	386	375	384
Problem student magnet, principal (1)	.12*	.04	.14**	.03	.04	.02
	357	384	381	390	379	389
School crime, principal (2)	.12*	.06	.30**	.03	-.03	-.01
	387	418	412	423	411	419

continued

Table 6.1 *(continued)*

Correlations Between Measures of School Characteristics and Practices and Quality of Implementation of School-Wide Discipline Practices, Secondary Schools

		Proportion of "best practices" used:				
Predictor category and hypothesized predictor of implementation quality [a]	Adequacy composite	Communication and documentation	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
Gang problems, principal (2)	.05 424	.07 460	.10* 452	.06 464	-.09 451	.01 462
Last-year variety of drug use, students	.05 271	.00 288	.03 282	.08 290	-.03 286	.06 288
Self-reported delinquent behavior, students	.04 271	.00 288	.09 282	.12* 290	-.06 286	-.02 288
Community characteristics						
Concentrated poverty and disorganization	-.07 412	-.01 449	-.06 440	-.01 453	-.12** 438	.02 450
Urbanicity	-.01 412	.05 449	.05 440	.04 453	-.06 438	-.10* 450
Immigration and crowding	.06 412	.00 449	.10* 440	.09 453	-.07 438	.02 450

Note. Number of schools appears below each pairwise correlation.

[a] Teachers = teacher questionnaire, principal (1) = principal questionnaire for program identification, principal (2) = principal questionnaire (phase 2), students = student questionnaire, activity coordinators = activity questionnaire, ADB = activity detail booklet, SDFS = Safe and Drug Free Schools.

[b] Percentage of prevention activities for which the only knowledgeable person named was the principal.

[c] Percentage of prevention activities for which the principal was named as a knowledgeable informant along with another person.

[d] Principal's report of the degree of monitoring of disciplinary practices for conformity with policy.

[e] Principal's report about whether his or her performance appraisal depends on performance in administering school discipline.

[f] Principal's report of whether the school informed the Safe and Drug Free Schools coordinator how it would use funds, whether the school chose from a menu, or whether the coordinator told the school which programs or practices to use. Schools not receiving SDFSC support for development of discipline practices are excluded.

$^{*}p < .05$. $^{**}p < .01$.

schools in Table 6.2. The following paragraphs review the evidence about the hypothesized predictors of implementation quality.

Organizational capacity. The top panel in Table 6.1 provides considerable support for the hypotheses in the secondary school data. Of the 60 correlations reported there, 45 are in the direction predicted with 23 of these statistically significant.[4] The Morale score had correlations in the expected direction with the Adequacy Composite and with the Range of Responses to Desirable Conduct and Disciplinarian Consistency scales. An unexpected result is the -.10 correlation between the school's Morale score and the thoroughness with which school rules are communicated and documented. Organizational Focus had correlations in the expected direction with the Adequacy Composite and Range of Responses to Desirable Conduct. The results for the Morale and Organizational Focus scales are particularly impressive because these measures are completely independent of the measures of disciplinary quality.

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[4] School-level correlations are not weighted. Significance tests assume simple random sampling.

Table 6.2

Correlations Between Measures of School Characteristics and Practices and Quality of Implementation of School-Wide Discipline Practices, Elementary Schools

		Proportion of "best practices" used:				
Predictor category and hypothesized predictor of implementation quality [a]	Adequacy composite	Communication and documentation	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
Organizational capacity						
School amenability to program implementation, principal (2)	.17* 138	.03 154	.06 148	.06 152	.15 141	.08 152
School amenability to program implementation, activity coordinators	.05 131	-.07 145	-.04 140	.03 143	.07 134	.01 145
Teacher-administration obstacles to program development, principal (1)	-.02 120	.03 132	.03 128	.05 130	-.07 122	.01 131
School capacity for program development, principal (1)	.15 125	-.10 139	.03 135	.01 137	.23** 127	.12 138
Open problem identification, principal (1)	.18* 128	.20* 141	.14 136	.20* 139	-.01 130	.14 139
Teacher-principal communication, principal (1)	.06 133	-.10 149	.20* 144	.20* 147	.00 135	-.05 147
Teacher turnover, calculated from principal reports (1)	-.07 127	-.02 142	.00 137	-.10 140	.00 129	-.02 140
School enrollment, principal (1)	.14 136	.09 152	.25** 147	.23** 150	.02 138	.05 150
Principal leadership, personality style, and record of accomplishment						
Principal's leadership emphasis, principal (2)						
Supervision and feedback	.15 136	.08 149	.05 145	.18* 147	.04 138	.10 148
Consideration	.15 136	.06 150	.00 145	.14 149	.09 139	.04 149
Presence & visibility	.07 136	.18* 152	.08 146	.18* 149	-.03 138	.04 149
Planning	.17* 136	.19* 150	.18* 145	.19* 149	-.08 139	.07 149
Total leadership behavior	.15 135	.14 149	.08 144	.20* 147	.00 137	.05 147
Non-delegation, calculated from principal data (ADB) [b]	-.06 135	.00 150	-.15 145	-.08 148	.09 138	.10 150
Broad span of control, principal (ADB) [c]	.02 135	.06 150	.06 145	-.09 148	.06 138	.04 150
Accomplishment record, principal (2)	.11 137	.15 152	.06 147	.11 151	.03 140	-.02 150
Conscientiousness, principal (2)	.15 138	.06 152	-.07 148	.14 151	.18* 141	.08 151

continued

Table 6.2 *(continued)*

Correlations Between Measures of School Characteristics and Practices and Quality of Implementation of School-Wide Discipline Practices, Elementary Schools

		Proportion of "best practices" used:				
Predictor category and hypothesized predictor of implementation quality [a]	Adequacy composite	Communi-cation and documenta-tion	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
			Budget and support			
Source of resources for developing and applying school rules and disciplinary practices, principal (2)						
School district's budget allocation for the school	.02 135	.02 151	.02 146	.02 149	.06 137	-.06 148
Special funding through the Safe and Drug Free Schools and Communities program	.19* 129	.13 143	.15 139	.15 141	-.03 131	.01 141
Other external funding from government	.28** 127	.11 142	.11 137	.18* 139	-.09 129	.02 140
Other external funding from private or charitable contributions such as foundations, local community organizations, or private citizens	.15 127	.11 141	.12 137	-.05 139	-.04 129	.11 139
Fund raisers (e.g., cake sales)	.02 125	-.06 139	.05 135	.12 137	.05 127	-.13 137
Safe and Drug-Free School and Community Act funds support any prevention activities in the school, principal (2)	.11 137	.01 154	.11 148	.15 151	-.03 139	.04 151
			Organizational support			
Quantity and quality of training in school discipline, principal (2)	.21* 118	.19* 129	.21* 128	.18* 129	.04 119	.16 128
Level of supervision, activity coordinators	.11 130	.25** 144	.22* 139	.04 142	-.10 133	-.08 144
Monitoring of implementation of discipline policies, principal (2) [d]	.21* 136	.18* 153	.17* 147	.10 151	.09 139	.12 151
Principal's performance appraisal depends on discipline management, principal (2) [e]	.16 135	.14 151	.23** 145	.11 149	.02 138	.21** 150
			Integration with school operations			
Degree of local initiative in use of SDFS funds, principal (2) [f]	-.20 47	.03 52	-.18 50	-.12 51	.18 48	-.22 51
Local development of discipline practices, principal (2)	.20* 140	.02 157	.24** 151	.15 155	-.01 143	.05 155
Responsibility for developing discipline practices, principal (2)						
Administrators	-.03 140	.03 156	-.08 150	-.16 154	.08 143	.04 154

continued

Table 6.2 *(continued)*

Correlations Between Measures of School Characteristics and Practices and Quality of Implementation of School-Wide Discipline Practices, Elementary Schools

		Proportion of "best practices" used:				
Predictor category and hypothesized predictor of implementation quality [a]	Adequacy composite	Communication and documentation	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
Teachers	-.03	-.05	-.05	-.08	.01	-.04
	140	157	151	155	143	155
Other school staff	-.14	-.09	-.24**	-.02	.05	-.02
	138	154	148	152	141	153
Students	-.20*	.03	-.17*	-.06	-.12	-.13
	136	150	146	149	139	150
Parents	-.33**	-.08	-.23**	-.23**	-.03	-.10
	136	153	147	151	139	151
District personnel	-.30**	-.20*	-.32**	-.19*	-.03	-.11
	134	149	144	146	135	146
Researchers or experts	-.18*	-.06	-.24**	-.16*	-.04	.01
	137	153	147	150	139	150
Variety of information sources used	.14	.11	.43**	.25**	-.13	-.05
	138	152	148	151	141	152
Level of problems in school						
Selectivity, principal (1)	-.13	-.01	-.18*	-.21*	.02	-.03
	134	150	145	148	136	148
Problem student magnet, principal (1)	-.04	-.02	.03	.10	-.07	-.01
	134	150	145	148	136	148
School crime, principal (2)	.15	.16	.29**	.14	-.09	.09
	135	149	146	150	138	148
Gang problems, principal (2)	.21*	.18*	.27**	.11	.03	.05
	138	154	148	152	141	152
Community characteristics						
Concentrated poverty and disorganization	.02	.15	.07	.02	-.04	-.02
	137	154	148	152	140	152
Urbanicity	-.03	.03	.04	-.04	.07	.00
	137	154	148	152	140	152
Immigration and crowding	.12	-.01	.08	.09	.05	.05
	137	154	148	152	140	152

Note. Number of schools appears below each pairwise correlation.

[a] Principal (1) = principal questionnaire for program identification, principal (2) = principal questionnaire (phase 2), activity coordinators = activity questionnaire, ADB = activity detail booklet, SDFS = Safe and Drug Free Schools.

[b] Percentage of prevention activities for which the only knowledgeable person named was the principal.

[c] Percentage of prevention activities for which the principal was named as a knowledgeable informant along with another person.

[d] Principal's report of the degree of monitoring of disciplinary practices for conformity with policy.

[e] Principal's report about whether his or her performance appraisal depends on performance in administering school discipline.

[f] Principal's report of whether the school informed the Safe and Drug Free Schools coordinator how it would use funds, whether the school chose from a menu, or whether the coordinator told the school which programs or practices to use. Schools not receiving SDFSC support for development of discipline practices are excluded.

*$p < .05$. ** $p < .01$.

Scores on the principal's School Amenability to Program Implementation scale were correlated positively with the Adequacy Composite and the Communication and Documentation, Range of Responses to Desirable Conduct, and Predictable Disciplinary Decision Making scales. The estimate of school amenability to program development based on the averaged reports of program coordinators did not perform as expected, with only its correlation with the measure of diversity of responses to desired conduct being significant. The Teacher-Administration Obstacles to Program Development scale was correlated in the expected negative direction with the Adequacy Composite and the Disciplinarian Consistency scale. The Open Problem Identification scale had moderately large correlations with the Communication and Documentation and Range of Appropriate Responses to Misconduct scales, and it had weaker significant correlations with the Adequacy Composite and the Predictable Disciplinary Decision Making scales. The Teacher-Principal Communication scale had modest correlations with the Adequacy Composite and with the Range of Responses to Desirable Conduct and Predictable Disciplinary Decision Making scales.

The hypotheses that high rates of staff turnover and large school size would predict poor implementation finds little support in the data. Correlations between teacher turnover and the measures of quality ranged from -.04 to .11, *Mdn* = .02, with the one statistically significant correlation in the direction opposite that hypothesized. Correlations between school enrolment size and quality ranged from -.12 to .22. Larger secondary schools employed a larger range of responses to misconduct and a narrower range of responses to desirable conduct.

The pattern of results for elementary schools (Table 6.2) is similar, although the measures based on teacher surveys are not available for these schools. Scores on the principal's School Amenability to Program Implementation scale were correlated positively with the Adequacy Composite. The estimate of school amenability based on the averaged reports of program coordinators had small, nonsignificant correlations of both signs with the quality criteria. The Teacher-Administration Obstacles to Program Development scale (which was expected to be correlated in the negative direction with the measures of implementation quality) had only small nonsignificant correlations with both positive and negative signs. As for secondary schools, the Open Problem Identification scale had moderate correlations (range = -.01 to .20, *Mdn* = .16) with the measures of quality. The Teacher-Principal Communication scale had modest correlations with the Range of Responses to Desirable Conduct and Range of Appropriate Responses to Misconduct scales.

And as for secondary schools, the hypotheses that high rates of staff turnover and large school size would predict poor implementation are unsupported by the data. Correlations between teacher turnover and the measures of quality ranged from -.10 to .00, *Mdn* = -.02, none statistically significant. Correlations between school enrolment size and quality ranged from .02 to .25. Larger elementary schools employed a larger range of responses to misconduct and to desirable conduct.

Principal leadership, style, and accomplishments. Table 6.1 implies considerable support for the hypothesized relations between principal leadership and the quality of school-wide discipline practices. Correlations between principals' self-reports of all four facets of leadership (and the Total Leadership Behavior scale) with facets of quality range from -.05 to .28 (*Mdn* = .16), with 22 of the 30 correlations statistically significantly different from zero in the expected direction. In interpreting these results, notice that both the quality of school-wide discipline measures and the leadership measures are based on principals' reports. The independent aggregated teachers' ratings in the Administrator Leadership scale is significantly correlated only with the Adequacy Composite. The teacher-based Administrator Leadership scale is not available for elementary schools, but the correlations in Table 6.2 also support the hypothesized link between leadership behaviors and quality of school-wide discipline arrangements. All but four of the 30 correlations are in the expected direction, with eight of the correlations significant despite the relatively small number of elementary schools. In contrast, the ad hoc measures of span of control and non-delegation had relatively small correlations with inconsistent sign with the various criterion measures. The one significant correlation is, however, in line with expectation: Principals who apparently do not delegate are somewhat less predictable in their disciplinary decision making.

The expectation that principals who have a record of accomplishing more in the past would lead schools with better quality disciplinary practices is supported particularly for secondary schools, where correlations between Accomplishment Record scores and measures of quality range from .01 to .29 (*Mdn* = .10). In elementary schools the correlations range from -.02 to .15 (*Mdn* = .08), none reaching significance. The expectation that principals' conscientiousness would predict better quality discipline practices is also supported particularly for secondary schools, where correlations range from .06 to .20 (*Mdn* = .08). The Conscientiousness scale correlates a significant .16 with the Adequacy Composite and .20 with the Communication and Documentation scale. For elementary schools, the correlations are of about the same size (range = -.07 to .18, *Mdn* = .11), with only the correlation between the Conscientiousness score and the Disciplinary Consistency score reaching significance.

Budget and support. Results in Tables 6.1 (secondary) and 6.2 (elementary) for expected links between funding and quality of disciplinary procedures is mixed. No indicator of funding is correlated beyond the extent that can plausibly be attributed to chance with the Predictable Disciplinary Decision Making scale or the Disciplinarian Consistency scale for secondary or elementary schools. For the other facets of disciplinary quality, however, correlations are generally positive and sometimes substantial. Quality is higher in secondary schools when resources for developing and applying school rules and disciplinary practices comes from the school districts' budget allocations for the schools, suggesting that disciplinary practices in secondary schools are better in districts devoting resources to them. But the data for elementary schools do not support an association between local district budget allocation and quality of disciplinary practices. Funding through the Safe and Drug Free Schools and Communities (SDFSC) program has modest positive correlations with the criteria represented by the first four columns in Tables 6.1 and 6.2 for both elementary and secondary schools (secondary *Mdn* = .10, elementary *Mdn* = .15), as does other external funding from government sources (secondary *Mdn* = .10, elementary *Mdn* = .14). For other sources of funding (contributions and fundraisers) correlations are usually positive with the criteria represented by the first four columns in Tables

6.1 and 6.2, but the correlations are also usually relatively small. The largest is the significant .14 correlation between support for the development of discipline practices from fund raisers (such as cake sales) and the range of responses for desirable conduct in secondary schools.

Principals were asked not only if special funding from the SDFSC program was among the sources of support for the development of disciplinary practices in the school, but they were also asked if the SDFSC provided support for *any* of the prevention activities in their schools. The bottom row in the budget and support panels in Tables 6.1 and 6.2 show that SDFSC support was positively associated with three of the six quality measures for secondary schools and nonsignificantly positively correlated with three of the six measures for elementary schools (correlations of .05 and less being regarded as trivial). For secondary schools these correlations are slightly higher than the correlations of special SDFSC funding for developing disciplinary practices, which may be a chance occurrence as there is no reason to expect these correlations to be higher.

Organizational support. The secondary school results for teachers' reports of the amount of recent training in classroom management or instruction in Table 6.1 provide modest support for the hypothesis that training will be related to quality of disciplinary practices, but correlations range only from -.07 to .12, and the confidence intervals for all but two of these correlations include zero. Stronger support for the training conjecture comes from the correlations between principals' reports in the Quantity and Quality of Training in School Discipline scale and the various facets of discipline quality. For secondary schools correlations range from .06 to .28 (*Mdn* = .21, five of six correlations significantly different from zero), and for elementary schools correlations range from .04 to .21 (*Mdn* = .18, four of six correlations significantly different from zero).

The average level of supervision reported by activity coordinators also tended to have positive correlations with the various indicators of quality of disciplinary practices. Correlations ranged from -.05 to .13 (*Mdn* = .11) for secondary schools and from -.10 to .25 (*Mdn* = .08) for elementary schools, lending mixed but modest support for the supervision hypothesis. Quality of discipline practices is higher in schools where principals report a greater degree of monitoring of implementation of practices for conformity with policy, especially in secondary schools where correlations ranged from .03 to .26 and the confidence interval for only one of the correlations includes zero. In elementary schools, correlations ranged from .09 to .21 with three of the six correlations significantly greater than zero.

When the principal perceives that his or her performance will be evaluated on the basis of how well discipline is managed in the school, both elementary and secondary schools tend to have better discipline practices. The median correlation is only .08 (three of six significant) for secondary schools, but the median is .15 (two of six significant) for elementary schools.

Integration with school operations. The Planning scale – completed by secondary school teachers – is significantly correlated with the Adequacy Composite and with the Range of Responses to Desirable Conduct scale. The median correlation with the six indicators of quality is only .08, however, lending only modest support to the hypothesized link between school planning and disciplinary quality. Principals were asked to consider all the personnel time, money, and resources used in developing and applying their schools' rules and disciplinary practices, and to indicate whether special funding through the Safe and Drug Free Schools and Communities program paid for these resources. Based on responses, we estimate that 39% of schools use this resource in developing and applying discipline practices. Principals were also asked what input the school had in deciding how to use SDFSC funds. In schools where SDFSC resources are used, the degree of local initiative in their use is inconsistently correlated with the quality criteria for discipline practices, with correlations ranging from -.16 to .17 for secondary schools and from -.22 to .18 for elementary schools (*Mdn* = .00 for secondary and -.15 for elementary schools). Local initiation in use of SDFSC funds does not show the hypothesized pattern of correlations with quality indicators. In contrast, principals' reports that discipline practices were locally developed provides strong support for the hypothesis that local initiation will predict quality of implementation. For secondary schools, correlations between the degree of local initiation and the measures of quality range from -.06 to .23 (*Mdn* = .14, the confidence interval for only the single negative correlation includes zero). For elementary schools, correlations range from -.01 to .24 (*Mdn* = .10, two of the five correlations significantly different from zero in the expected direction despite the small number of elementary schools with SDFSC support for discipline in the sample).

In both elementary and secondary schools, principals reports that teachers, other school staff, students, parents, district personnel, or researchers had responsibility for developing discipline practices were negatively correlated with measures of quality. Only administrator participation was uncorrelated with quality. It is difficult to know what to make of this unexpected set of results. Data on quality of disciplinary practices based on the reports of other school personnel would have been helpful.

Variety of information sources used in selecting discipline practices was positively related to measures of quality, particularly to the range of appropriate responses to misconduct ($r = .45$ in elementary schools and $r = .28$ in secondary schools).

Feasibility. One test of the hypothesis that activities that are suitable for the regularities of the school are more likely to be implemented is to note whether disciplinary procedures that fall outside of the regular school day and outside of the regular operation of instruction in classrooms are utilized. Chapter 3 presented information on the percentage of schools employing various disciplinary responses (Table 3.8). Note that in-school suspension, withdrawal of privileges, suspensions, are all relatively common responses to misconduct (used by 89% or more of schools), whereas after-school detention is used by 72% of schools, peer mediation by 51%, Saturday detention by 25%, and student court by 6% of schools. Despite the undesirable consequence that suspensions either in or out of school reduce exposure to instruction, these responses are better matched to the regularity of the school day than are after-school or Saturday detention. Similarly, peer mediation and student court require special arrangements – i.e., they cannot ordinarily be integrated with instruction in classrooms – and they are seldom adopted.

Level of problems. The hypothesis that we would find poorer implementation of sound disciplinary practices in schools with higher levels of problems was not supported by the data. Instead, indicators of levels of problems were sometimes positively correlated with indicators of disciplinary quality – but not consistently so. At the secondary level where student and teacher surveys were completed in cooperating schools, the student Safety scale was negatively correlated with the Range of Appropriate Responses to Misconduct scale (-.14) and with the Range of Responses to Desirable Conduct scale (-.16), but positively correlated (.16) with disciplinarian consistency. Only the first two of these correlations jibes with expectation; the third is opposite expectation. The teachers' Safety scale was negatively correlated with the Communication and Documentation scale as expected, but unexpectedly positively correlated with the Disciplinarian Consistency scale; and the same mixed pattern is observed for the Classroom Orderliness scale. Better communication and documentation of discipline practices is observed in schools with higher teacher victimization, but discipline is less consistent in schools with more teacher victimization. Student victimization has modest positive (not negative as expected) correlations with two measures of quality of discipline. Students' reports of their own delinquent behavior or drug use are not strongly correlated with measures of quality of discipline; the confidence interval for all correlations but one include zero, and the one significant correlation is in the direction opposite that expected. In short, in secondary schools where measures of problem behavior based on student and teacher reports are available, there is no consistent support for the hypothesis that high levels of problems lead to poorer quality implementation of disciplinary practices.

In both secondary and elementary schools scores on the school Selectivity scale are negatively correlated with measures of quality of disciplinary practices. All but one of twelve correlations are *opposite* the hypothesized direction, and three of these are statistically significant and of modest size (-.18, -.21, and -.22). Schools that take steps to improve the input characteristics of their students appear to be somewhat less punctilious about discipline than other schools – perhaps because they have less need to be. In contrast, secondary schools that score high on the Problem Student Magnet scale have slightly higher scores on two of the six measures of discipline quality – again opposite the hypothesized direction. Schools to which students with behavior or educational problems are assigned or to which the court or juvenile services assigns students tend to have a somewhat better range of responses to misconduct and score higher on the Adequacy Composite – perhaps because they have greater need for a range of disciplinary responses.

Schools – both secondary and elementary – in which principals report more crime to the authorities and say that gangs are a greater problem tend to have higher scores on measures of quality of disciplinary practices. Correlations are particularly high with the Range of Appropriate Responses to Misconduct scale (range of correlations is .10 to .30, *Mdn* = .28). Evidently, schools in which the principal identifies crime problems employ a broader range of disciplinary responses to student misconduct.

Community characteristics. None of the measures of community characteristics examined was strongly correlated with quality of discipline. As hypothesized, the Concentrated Poverty and Disorganization factor is negatively correlated with the Disciplinarian Consistency scale in secondary schools, but the confidence intervals for all other correlations at both elementary and secondary levels include zero. Urbanicity has a small significant negative correlation with the Predictable Disciplinary Decision Making scale for secondary schools, but the confidence intervals for all other correlations at both elementary and secondary levels include zero. Immigration and Crowding has a small positive correlation with the range of responses to misconduct for secondary schools, but the confidence intervals for all other correlations at both elementary and secondary levels include zero.

Correlations Between School Characteristics and Average Quality of Discretionary Prevention Activities

Now we turn to the correlates of the average quality of discretionary prevention activities. Here the criterion variables are the aggregated or average quality of the various prevention programs or activities sampled in each school.[5] The same categories of hypothesized predictors examined for the quality of school-wide disciplinary practices are examined for the quality of discretionary prevention activities.

Organizational capacity. Correlations between a variety of measures of organizational capacity and indicators of average activity quality are shown in the first panel of Table 6.3. These correlations provide substantial support for the hypothesis that implementation quality will be better in schools with greater organizational capacity for program implementation. The Morale and Organizational Focus scales based on teacher reports show the same pattern of correlations with the quality criteria: statistically significant and moderately large correlations (ranging from .18 to .29, *Mdn* = .24) with frequency of operation, proportion of students exposed or participating, and ratio of providers to students in the school but small and nonsignificant correlations with other indicators. The principals' reports in the School Amenability to Program Implementation scale shows a similar but weaker pattern. These correlations are impressive because the measures of organizational capacity are independent of the measures of implementation quality (i.e., the measures are derived from different respondents). Mean scores on the activity coordinators' School Amenability to Program Implementation scale tend to be moderately correlated (ranging from .00 to .19, *Mdn* = .14) with the quality measures. In other words, the more the person responsible for implementing activities sees the school as allowing implementation the better the quality of what they implement on average.

As expected, the Teacher-Administration Obstacles to Program Development scale, based on principal reports in the phase one survey, tends to have negative correlations with measures of implementation quality, although all but the negative correlations with the two measures of student exposure have confidence intervals including zero. Principals' phase one survey reports in the School Capacity for Program Development scale had small correlations with all criteria,

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[5] Sampling weights were not used in performing these aggregations so that no individual program would contribute disproportionate error variance to the means.

Table 6.3

Correlations Between Measures of School Characteristics and Practices and School Average Quality of Implementation of Discretionary Prevention Activities

	Quality Indicator								
		Technical Quality			Extent of Use			Degree of Student Exposure	
		Proportion of "best practices" used							
Predictor category and hypothesized predictor of implementation quality [a]	Summary index of activity quality	Methods	Content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Proportion students exposed or participating	Ratio of providers to students in school
Organizational capacity									
Morale, faculty	.01	-.10	.03	.08	.18**	-.10	.02	.24**	.27**
	316	302	270	310	293	229	314	305	309
Organizational focus, faculty	.06	-.05	.04	.10	.21**	-.03	.05	.23**	.29**
	316	302	270	310	293	229	314	305	309
School amenability to program implementation, principal (1)	.08	.02	-.09	.02	.14**	-.09	.08	.11*	.02
	508	492	442	500	469	361	507	495	499
School amenability to program implementation, activity coordinators	.19**	.09*	.00	.15**	.14**	.02	.14**	.14**	.08
	549	527	475	540	508	390	547	535	539
Teacher-administration obstacles to program development, principal (1)	-.04	-.04	.00	-.00	-.06	.05	-.03	-.10*	-.14**
	463	443	398	454	424	321	461	449	451
School capacity for program development, principal (1)	.05	-.02	-.03	.04	.05	-.06	.09*	-.03	-.05
	489	468	421	480	450	342	487	474	478
Open identification of problems, principal (1)	.13**	.07	.02	.05	.10*	-.01	.12**	.02	-.10*
	495	474	424	486	453	343	493	481	483
Teacher-principal communication, principal (1)	.07	-.01	-.01	.08	.06	-.10	.10*	.17**	.11*
	512	490	439	503	469	356	510	497	500
Teacher turnover, calculated from principal reports (1)	.01	.06	-.03	.05	-.02	.06	.02	.10	.12**
	493	471	423	483	452	349	491	477	481
Turnover in implementing personnel, activity coordinators	.01	.07	.03	.07	.01	.07	.06	.06	.00
	552	530	477	542	507	390	550	536	541
School enrollment, principal (1)	.11*	.10*	-.01	-.12**	.07	-.05	.21**	-.25**	-.32**
	521	499	445	511	477	361	519	505	509
Leadership and implementer personality style and record of accomplishments									
Administrator leadership, faculty	.01	-.07	.02	.05	.18**	-.06	-.01	.16**	.22**
	316	302	270	310	293	229	314	305	309
Principal's leadership emphasis, principal (2)									
Supervision and feedback	.10*	.10*	.04	.05	.07	-.07	.10*	.01	-.04
	506	489	440	498	467	362	505	493	497

continued . . .

Table 6.3 *(continued)*

Correlations Between Measures of School Characteristics and Practices and School Average Quality of Implementation of Discretionary Prevention Activities

	Quality Indicator								
		Technical Quality			Extent of Use			Degree of Student Exposure	
		Proportion of "best practices" used							
Predictor category and hypothesized predictor of implementation quality [a]	Summary index of activity quality	Methods	Content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Proportion students exposed or participating	Ratio of providers to students in school
Consideration	-.01	.02	-.06	.03	.07	-.12*	.02	.02	.02
	507	490	441	499	468	362	506	494	498
Presence & visibility	.08	.07	-.03	.06	.06	.01	.07	.06	-.01
	507	490	442	499	470	363	506	494	498
Planning	.11*	.10*	.03	.05	.07	-.03	.03	.03	-.02
	507	490	441	499	468	362	506	494	498
Total leadership behavior	.09*	.10*	.00	.05	.09	-.06	.06	.03	-.02
	502	485	437	494	465	360	501	489	493
Non-delegation, calculated from principal data (ADB)	.06	-.09*	.02	.01	.02	.10	.07	.13**	.13**
	553	531	477	543	508	390	551	537	541
Broad span of control, principal (ADB)	.01	-.01	-.11*	-.14**	-.01	.06	-.04	-.06	.02
	553	531	477	543	508	390	551	537	541
Accomplishment record, principal (2)	.14**	.06	.01	.03	.06	-.04	.16**	-.05	-.11*
	508	491	441	500	470	361	507	495	499
Accomplishment record, average activity coordinators	.14**	.05	.08	-.05	.08	-.00	.24**	.05	-.04
	542	523	470	533	503	387	541	528	533
Conscientiousness, average activity coordinators	.09*	.10*	.01	.03	.03	.06	.05	.09*	-.00
	539	522	469	531	501	385	538	525	530
Conscientiousness, principal (2)	-.03	-.00	.00	-.05	-.02	-.08	-.00	-.01	.02
	506	490	441	498	467	358	505	493	497
Budget and support									
School controls budget for activities, activity coordinators	-.00	.07	-.03	-.02	-.02	-.06	-.04	.03	-.03
	550	528	475	541	508	390	548	536	540
Source of funding, discretionary activities									
School district's budget allocation	.17**	.08	.03	.06	.02	.01	.14**	.02	-.02
	544	523	473	536	506	389	543	531	537

continued . . .

Table 6.3 *(continued)*

Correlations Between Measures of School Characteristics and Practices and School Average Quality of Implementation of Discretionary Prevention Activities

	Quality Indicator								
		Technical Quality			Extent of Use			Degree of Student Exposure	
		Proportion of "best practices" used							
Predictor category and hypothesized predictor of implementation quality ª	Summary index of activity quality	Methods	Content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Proportion students exposed or participating	Ratio of providers to students in school
Safe and drug free schools	-.08	-.08	.13**	-.04	-.08	-.01	-.12**	.05	-.09*
	540	519	469	532	504	389	538	526	533
External funding, government sources	.10*	.20**	.08	.00	.04	.08	.07	.02	-.10*
	536	515	466	528	501	386	535	523	529
External funding, private contributions	.02	.07	.08	.04	.06	.00	.01	.02	-.08
	541	520	468	533	503	388	540	528	534
Fundraisers	-.06	.07	.02	.02	.04	.01	-.03	.00	.08
	546	524	472	538	506	390	544	532	538
Participant fees	-.10*	.00	-.06	-.05	-.02	.00	-.08*	.02	.15**
	546	525	473	538	506	390	544	532	538
Funding is assured for next year, activity coordinators	-.04	-.10*	-.11*	-.04	.09*	-.00	.06	.02	.06
	550	528	475	541	508	390	548	536	540
Safe and Drug Free Schools funds *any* prevention activity	-.04	.07	.00	-.02	-.07	-.16**	.01	-.11*	-.12**
	510	493	444	502	471	364	509	497	501
Organizational support									
Training in classroom management or instruction, faculty	.20**	.06	.09	.09	.12*	.21**	.15**	.16**	.25**
	327	313	280	321	301	233	325	316	320
Training in behavior management, faculty	.22**	.14*	.05	.15**	.13*	.24**	.12*	.21**	.31**
	327	313	280	321	301	233	325	316	320
Amount of training for activities, activity coordinators	.30**	.19**	.16**	.11*	.19**	.15**	.15**	.10*	.00
	548	527	474	538	506	389	546	533	539
Quality of activity training, activity coordinators	.12**	.09*	.13**	-.05	.07	.05	.09*	.02	-.07
	532	516	465	526	493	380	530	520	526
Quantity and quality of training in school discipline, principal (2)	.10*	.13**	-.07	.00	.04	-.04	.13**	.06	-.02
	420	407	366	412	391	297	419	408	412
Level of supervision, activity coordinators	.31**	.33**	.05	.13**	.21**	.16**	.22**	.06	.05
	550	529	476	540	506	390	548	535	541

continued . . .

Table 6.3 *(continued)*

Correlations Between Measures of School Characteristics and Practices and School Average Quality of Implementation of Discretionary Prevention Activities

	Quality Indicator								
		Technical Quality			Extent of Use			Degree of Student Exposure	
		Proportion of "best practices" used							
Predictor category and hypothesized predictor of implementation quality [a]	Summary index of activity quality	Methods	Content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Proportion students exposed or participating	Ratio of providers to students in school
Principal support for program, activity coordinators	.18**	.12**	.02	.07	.16**	.15**	.13**	.12**	.14**
	552	531	477	542	507	390	550	536	541
Program structure									
Scriptedness of activities, activity coordinators	.24**	.20**	.15**	.08	.13**	.10	.18**	.05	-.04
	551	530	476	541	507	390	549	536	541
Integration with school operations									
Planning, faculty	21**	.07	.03	.09	.19**	.13*	.16**	21**	.16**
	316	302	270	310	293	229	314	305	309
Responsibility for starting program: school insiders, activity coordinators	12**	.20**	.05	-.02	.11*	.10	.13**	12**	-.02
	548	526	474	539	507	390	546	534	539
Responsibility for starting program: school district, activity coordinators	.12**	.15**	.19**	-.02	.02	.11*	.07	-.03	-.10*
	548	526	474	539	507	390	546	534	539
Responsibility for starting program: researchers, activity coordinators	11*	14**	.12**	.09*	.04	.08	.05	10*	-.05
	548	526	474	539	507	390	546	534	539
Development of activity, activity coordinators									
Local	-.01	-.01	-.00	-.01	-.05	-.07	.04	.02	.07
	543	522	471	535	503	389	541	531	535
External	.13**	.14**	.04	.06	.06	.07	.10*	-.01	-.08
	542	523	472	535	501	386	541	532	535
Researcher	07	.07	.07	.08	.06	.03	.07	.07	-.02
	532	515	465	525	497	384	531	523	526
Variety of information sources used to select activity, activity coordinators	.18**	.11*	.19**	.10*	.10*	07	.16**	.06	-.07
	548	526	473	539	508	390	547	535	538
Degree of local initiative use of SDFS funds, principal (2)	-.13*	-.19**	-.05	.09	-.12*	-.02	-.09	.02	-.02
	353	344	310	348	334	258	353	346	349
Amount of job related to activity, activity coordinators	.14**	.10*	.07	.06	.14**	.19**	.02	.05	-.06
	547	525	473	538	507	390	545	533	538

continued

Table 6.3 *(continued)*

Correlations Between Measures of School Characteristics and Practices and School Average Quality of Implementation of Discretionary Prevention Activities

Predictor category and hypothesized predictor of implementation quality [a]	Quality indicator								
		Technical Quality			Extent of Use			Degree of Student Exposure	
		Proportion of "best practices" used							
	Summary index of activity quality	Methods	Content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Proportion students exposed or participating	Ratio of providers to students in school
Activity a part of regular school program, activity coordinators	.22**	.17**	.11*	.13**	.14**	.13*	.09*	.19**	.10*
	551	530	477	542	506	390	549	536	541
Activity coordinator is full-time, activity coordinators	.11**	.04	-.00	.05	.11*	.03	.13**	.12**	-.04
	548	526	474	541	505	390	546	534	539
Activity run by volunteers, activity coordinators	-.12**	-.07	-.06	-.11*	-.08	-.17**	-.04	-.14**	.06
	547	526	473	540	506	390	545	534	538
Feasibility of activity									
Number of obstacles to implementation, activity coordinators	.08	.16**	.05	-.06	.00	-.05	.10*	-.03	-.07
	551	529	476	542	508	390	549	537	541
Timing of activity, activity coordinators									
Before school begins	.07	.02	.04	-.06	.08	.14**	.03	-.07	-.03
	543	522	471	537	501	389	541	532	537
During the school day	.04	-.05	.00	.11*	-.00	.07	.04	.15**	-.01
	543	522	471	537	501	389	541	532	537
Immediately after school	-.04	.06	.04	-.10*	-.01	-.03	.04	-.13**	.01
	541	521	471	536	499	388	539	530	535
Early evening	.01	.12**	-.01	-.05	-.02	-.10	-.02	-.06	.02
	542	521	471	536	500	389	540	531	536
Late in the evening	.00	.07	-.02	-.05	-.01	-.04	-.05	-.06	.01
	542	521	471	536	500	389	540	531	536
Weekends	.02	.06	-.04	-.01	.02	-.03	.08*	-.09*	.07
	542	521	471	536	500	389	540	531	536
Level of problems in school									
School safety, students	-.22**	-.23**	-.06	-.06	-.10	-.29**	-.06	-.01	.16*
	252	245	222	250	238	184	250	244	248
Safety, faculty	-.16**	-.21**	.04	-.08	.01	-.11	-.11	.15**	.24**
	316	302	270	310	293	229	314	305	309

continued . . .

Table 6.3 *(continued)*

Correlations Between Measures of School Characteristics and Practices and School Average Quality of Implementation of Discretionary Prevention Activities

Predictor category and hypothesized predictor of implementation quality [a]	Quality Indicator								
		Technical Quality			Extent of Use			Degree of Student Exposure	
	Summary index of activity quality	Proportion of "best practices" used: Methods	Proportion of "best practices" used: Content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Proportion students exposed or participating	Ratio of providers to students in school
Classroom orderliness, faculty	-.09	-.20**	-.08	.04	.00	-.13*	-.00	.12*	.12*
	316	302	270	, 310	293	229	314	305	309
Victimization, faculty	.19**	.24**	.04	.05	.04	.19**	.10	-.02	-.14*
	316	302	270	310	293	229	314	305	309
Victimization, students	.07	-.01	.01	.01	.06	.08	.02	.02	-.09
	252	245	222	250	238	184	250	244	248
School selectivity, principal (1)	-.06	-.06	-.09	.10*	-.04	.01	-.10*	.09	.25**
	516	494	441	506	472	359	514	500	504
Magnet school for problem students, principal (1)	.04	.09*	-.01	.05	-.06	.02	.03	-.01	-.05
	517	495	441	507	473	359	515	501	505
School crime level, principal (2)	.10*	.05	.02	-.02	.06	.03	.08	-.13**	-.15**
	472	456	409	464	434	332	471	461	463
Gang problems, principal (2)	.14**	.12**	-.01	.01	.09*	.08	.09	.00	.02
	509	492	442	501	470	363	508	496	500
Last-year variety drug use, students	.09	.03	.03	.08	.09	.01	.06	.16*	.14*
	252	245	222	250	238	184	250	244	248
Delinquent behavior, students	.19**	.11	.01	.10	.13*	.08	.07	.15*	.08
	252	245	222	250	238	184	250	244	248
Community characteristics									
Concentrated poverty and disorganization	.12**	.13**	.07	-.05	.14**	.20**	.05	.00	.01
	530	509	459	520	485	373	528	517	520
Urbanicity	.15**	.08	.03	.00	.08	-.02	.13**	-.04	-.07
	530	509	459	520	485	373	528	517	520
Immigration and crowding	.02	.10*	.06	.01	-.08	-.01	-.03	.02	-.03
	530	509	459	520	485	373	528	517	520

[a] Faculty = teacher questionnaire, principal (1) = principal questionnaire for program identification, principal (2) = principal questionnaire (phase 2), students = student questionnaire, activity coordinators = activity questionnaire, ADB = activity detail booklet, SDFS = Safe and Drug Free Schools.

*$p < .05$. **$p < .01$.

and are significantly positively correlated with only the level of use measure. The principals' phase one Open Identification of Problems scale has small significant correlations in the expected direction with the Adequacy Composite, frequency of operation, and level of use; but it is negatively correlated with ratio of providers to students. The Teacher-Principal Communication scale is significantly but modestly correlated with level of use, student exposure, and ratio of providers to students in the expected direction.

In contrast, neither teacher turnover in the school nor average turnover among activities has the expected negative correlations with measures of implementation quality. The only correlation for which the confidence interval does not include zero is positive (.12), providing no support for the turnover hypothesis. Large schools have higher average scores on the summary index of activity quality ($r = .11$), average proportion of best practices with respect to methods used ($r = .10$) and level of use by school personnel ($r = .21$); but they have lower average scores on the Intensity scale ($r = -.12$), the proportion of students exposed or participating ($r = -.25$), and the ratio of providers to students in the school ($r = -.32$).

Leadership and implementer personality style and record of accomplishments. The second panel in Table 6.3 displays correlations between the leadership style, past accomplishments and conscientiousness of the principal as well as the average accomplishment record and conscientiousness of activity providers and the average quality program implementation. These correlations provide modest support for the hypotheses that principal leadership and the record of past accomplishments of principals and program providers predict quality of implementation. Correlations are generally in the direction predicted, but many are small in size. In schools where teachers give the principal high ratings for leadership according to the Administrator Leadership scale, prevention activities operate more frequently and student exposure is greater. Correlations between the principals' ratings of their own leadership emphases and measures of quality are smaller, ranging from −.12 to .11, and only 6 of 36 correlations are significantly different from zero. A principal's emphasis on supervision and feedback on performance has correlations of .10 in size with the summary index of activity quality, the proportion of best practices with respect to methods used, and the level of use of activities by school personnel. Scores on the Consideration scale are correlated −.12 with frequency of staff participation in prevention activities (suggesting a tendency for principals who are considerate of teachers not to push them to do things). Principals' emphasis on planning has small positive correlations (.11 and .10) with the summary index of quality and the proportion of best practices used with respect to methods.

The non-delegation measure has a small negative correlation with the proportion of best practices used with respect to methods, but it is slightly ($r = .13$) positively correlated with each of the two measures of degree of student exposure to prevention activities. The measure of breadth of span of control is negatively correlated with intensity ($r = -.14$) and the proportion of best practices (content) used ($r = -.11$).

The extensiveness of past accomplishments of the principal and of the average program provider are both correlated .14 with the summary index of activity quality and are correlated .16

and .24 with level of use by school personnel. In schools where principals score higher on the Accomplishment Record scale the ratio of providers to students in the school is lower ($r = -.11$), probably because principals with higher scores direct larger schools. Past accomplishments of principal or providers are essentially unrelated to technical quality of the average prevention activity.

The conscientiousness of the average activity coordinator tends to have small positive correlations with measures of quality, reaching statistical significance for three of the nine indicators. Scores of principals on the conscientiousness scale are unrelated to the quality measures.

Budget and support. Results shown in the third panel of Table 6.3 provide no support for the hypothesis that school control of the budget for activities will predict program quality. All the correlations are small in size and their confidence intervals all include zero. Coordinators' reports that activities are funded through the SDFSC program has a modest (.13) correlation with the use of best practices with respect to content, but negative correlations (−.12 and −.09) with level of use by school personnel and ratio of providers to students. In contrast to the hypothesis, the average expected stability of funding is significantly negatively correlated with the use of best practices (both content and methods), although it is positively correlated with the average frequency of operation of activities.

Organizational support. The results in the fourth panel of Table 6.3 provide strong support for the hypotheses about organizational support. The first five rows of this panel show correlations between various measures of the amount and quality of staff development or training activity in the school. Of the 45 correlations between training measures and average activity quality, 29 are statistically significant and in the hypothesized direction. The magnitudes range up to .30 for the correlation between the average amount of training for activities reported by activity coordinators and the summary index of activity quality and .31 for the correlation between average faculty reports of training in behavior management and the ratio of providers to students in the school. Average faculty reports of training in classroom management or instruction and in behavior management have correlations ranging from .05 to .31 (*Mdn* = .15) with measures of average activity quality. Faculty training for behavior management is positively correlated with measures of technical quality, intensity, extent of use and degree of student exposure. Similarly, average activity coordinator reports of amount of training and quality of training for activities have correlations ranging from −.07 to .30 with measures of average activity quality (*Mdn* = .10). The amount of training reported by activity coordinators is positively correlated with technical quality, intensity, extent of use, and proportion of students exposed. The principals' reports of quantity and quality of training in school discipline has modest significant correlations with the summary index of activity quality, proportion of best practices (methods) used, and the level of use by school personnel of the average problem-behavior-prevention activity.

The average level of supervision reported by activity coordinators is correlated .31 with the summary index of activity quality, and it has correlations ranging from .05 to .33 with indicators of technical quality and extent of use, although the correlations of level of supervision with measures of the degree of student exposure are not significantly different from zero. The average level of support for programs reported by activity coordinators is also significantly correlated with seven of the nine quality measures – correlations range from .02 to .18 (*Mdn* = .13).

Program structure. The hypothesis that the degree of program structure will predict the quality of prevention activity implementation is strongly supported by the results in the fifth panel in Table 6.3. The Scriptedness of Activities scale has correlations ranging from – .04 to .24 with measures of quality of implementation (*Mdn* = .13). Average scores on the Scriptedness scale correlates .24 with the summary index of activity quality.

Integration with school operations. The results pertaining to the hypothesis that integration with school operations will predict the quality of implementation are shown in the sixth panel of Table 6.3. They provide strong support for the hypothesis, although the complex pattern of results also suggests that local development may not be beneficial. Average program quality is high when school insiders or school district personnel were responsible for *starting* programs, and it also tended to be high when researchers were responsible for starting the program. In contrast, local *development* of the program is not associated with high program quality, and instead externally developed programs tend to be of higher quality with respect to methods and level of use by school personnel. The greater the portion of activity coordinators' jobs, on average, devoted to the activity the stronger the program tended to be. And the more different sources the average activity coordinator reported using to select the activities, the stronger the program.

The more a school's prevention activities are run by volunteers, the lower the quality of the program. Correlations range from -.17 to .06, *Mdn* = – .08, four of nine correlations are significantly negative, and the single positive correlation's confidence interval includes zero. In contrast, in schools where the principal reports that the school rather than a SDFS coordinator determined how to spend SDFS resources, average program quality tends to be low. Correlations range from – .19 to .09, *M* = -.05, three of nine correlations are significantly negative, and the confidence intervals for the two positive correlations include zero. Apparently when schools exercise their own discretion they tend to choose activities employing fewer best practices with respect to methods and that operate less frequently than activities selected by SDFS coordinators.

The average report by activity coordinators that the activity is a part of the regular school program produced an especially striking pattern of support for the integration hypothesis. Each of the correlations with the nine quality criteria is statistically significant, ranging from .09 to .22, *Mdn* = .13. Also striking, is the pattern of correlations implying that the extensiveness of planning in a school is associated with stronger programs – the mean faculty Planning score has correlations ranging from .03 to .21 with the criterion measures, *Mdn* = .16. School planning is linked more to the extent of use of the activities and the degree of student exposure to them, however. Correlations with each of the five measures of extent of use and degree of exposure are significantly positive and range in size from .13 to .21. But the planning measure has no statistically significant correlation with any of the three measures of technical quality.

Feasibility. An activity is expected to be difficult to implement if it involves materials, resources, or times of day that are "nonstandard." That is, an activity that requires special transportation or special equipment might be difficult to carry out. Similarly, a program that operates late in the evening or on weekends (when school is not in session) may be more difficult to carry out. The first aspect of feasibility is incorporated in the Number of Obstacles to Implementation scale, and the second is addressed by reports about the time of day when activities occur.

The correlations presented in the seventh panel in Table 6.3 provide some support for the hypothesis that feasibility will predict quality of implementation. The average proportion of students exposed or participating in activities is correlated .15 with occurrence of the average activity during the school day but –.13 with after school and –.09 with weekend occurrence. Similarly, the average activity's intensity is correlated .11 with operation during the day, but -.10 with operation after school.

Unexpectedly, both the average use of best practices (methods) and average level of use by school personnel were correlated .16 and .10, respectively, with average scores on the Obstacles scale. Other unexpected correlations include the .12 correlation between average best practices (methods) and early evening time of occurrence, the .14 correlation between before school time of occurrence and frequency of staff participation, and the .08 correlation between level of use by school personnel and weekend timing. Accordingly, the correlations taken as a whole suggest that schools with prevention activities taking place outside of regular school hours may tend to have somewhat higher technical quality with respect to methods, despite the lower average exposure of students to the activities.

Level of problems in the school. The pattern of results testing the hypothesis that implementation will be of poorer quality in schools experiencing more disorder is difficult to interpret. The correlations organized in the eighth panel of Table 6.3 sometimes imply strong support for the hypothesis and sometimes imply disconfirmation. School safety as perceived both by students and by faculty is negatively correlated with the summary index of activity quality (*r*s = –.22 and –.16, respectively) and with technical quality with respect to the use of best methods (*r*s = –.23 and –.21, respectively). The student Safety scale also correlates –.29 with the frequency of staff participation in the average prevention program. Ironically, the degree of student exposure to the average prevention activity is greater in schools with greater safety.[6] A similar pattern of correlations with measures of quality is observed for average reports in the Classroom Orderliness scale.

In contrast, faculty's average score on the Victimization scale is positively correlated with the average summary index of activity quality (*r* = .19), average proportion of best practices with respect to methods ($r = .24$), and frequency of staff participation ($r = .19$), and it is negatively correlated ($r = -.14$) with the average ratio of providers to students. The average student Victimization score has only small and nonsignificant correlations with the measures of program quality.

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[6] This outcome may occur in part because the ratio of providers to students in a school is inversely linked to the number of students in the school. The correlation is –.32. The teacher Safety scale is correlated –.24 with the number of students in the school.

School selectivity, which was expected to have positive correlations with measures of quality has a small positive correlation with the intensity, a small negative correlation with level of use, and a sizable ($r = .25$) correlation with average ratio of providers to students.[7] The extent to which a school has students with educational or behavioral problems referred to it did not prove to be very predictive of level of program quality, with all correlations small in size and only the positive correlation with the average use of best practices (methods) significantly different from zero.[8]

The School Crime and Gang Problems scales based on principals' reports have modest (rs = .10 and .14, respectively) correlations with the summary index of prevention activity quality, and the Gang Problems scale has modest (rs = .12 and .09) correlations with best practices (methds) and frequency of average program operation. But the School Crime scale has moderate (rs = -.13 and -.15) correlations with the two measures of degree of student exposure. One interpretation if these results is that if a principal admits to having crime or gang problems, the likelihood that there will be quality prevention activity is slightly higher than if the principal does not admit these problems. The negative correlations between the School Crime scale and student exposure to prevention activities is as expected.

The two measures of problem behavior based on student self-reports imply that prevention activities are more frequently operated and more students are exposed to them in schools with higher levels of problem behavior. None of the correlations of either student measure with any measure of technical quality was significantly different from zero. The positive ($r = .19$) correlation between average Delinquent Behavior scores and the summary index of activity quality reflects the tendency of quality to be higher on each dimension in schools with more delinquent behavior even though the positive correlations observed usually have confidence intervals that include zero.

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[7] The Selectivity scale was constructed to provide a measure of the extent to which the school employs practices that are intended to improve the quality of its studentry. The use of such practices would be expected to produce a school with students whose behavior is easier to manage – and a safer and more orderly school. This expectation is born out by the data; the Selectivity scale has substantial correlations with average Classroom Orderliness ($r = .37$), average student Safety scores ($r = .33$), average teacher Safety scores ($r = .30$), average teacher Victimization scores ($r = -.33$), and average student Victimization scores ($r = -.28$). None of the 99.9% confidence intervals for these correlations include zero. There is also a tendency for selective schools to be smaller schools; the correlation of the Selectivity scale with enrollment is $-.22, p < .001$.

[8] The Magnet for Problem Student scale did, however, have significant correlations with average teacher Victimization scores ($r = .15, p < .01$), average student Safety score ($r = -.13, p < .05$), and average teacher Safety score ($r = -.12, p < .05$).

Community characteristics. The hypothesis that programs would be implemented with poorer quality in disorganized communities is disconfirmed by the data. The Concentrated Poverty and Disorganization factor is positively correlated with seven of the nine quality measures (range = –.05 to .20, *Mdn* = .07), four of these positive correlations significantly different from zero. Prevention activities are operated more frequently, staff participate more frequently, and a greater proportion of best practices (methods) is used in the average program in schools located in areas of concentrated poverty and disorganization. At the same time, the extent of student exposure is unrelated to this factor. The Urbanicity factor also has a moderate ($r = .15$) correlation with the summary index of activity quality, although it is significantly correlated only with level of use by school personnel among the more specific quality measures. The Immigration and Crowding factor has a modest ($r = .10$) correlation only with the best practices (methods) measure.[9]

Summary

This chapter tested hypotheses about the predictors of strength of program or activity implementation at the school level by reporting the aggregate-level correlations between characteristics of schools and schools' prevention activities and the average quality of implementation in those schools. First correlates of the quality of school-wide discipline practices were examined separately for secondary and elementary schools, then correlates of the average quality of discretionary prevention activities were examined. The long, complex tables are difficult to summarize. Table 6.4 uses the quantitative results presented in Tables 6.1 through

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[9] Consistent with earlier research (G. Gottfredson & Gottfredson, 1985), community characteristics are predictive of levels of problem behavior. The Concentrated Poverty and Disorganization factor correlated –.42 with average student Safety scores ($p < .001$) and .36 with teacher Victimization scores ($p < .001$). The Urbanicity factor is correlated .27 ($p < .001$) with principal reports of gang problems. And the Immigration and Crowding factor is also correlated .26 ($p < .001$) with principal reports of gang problems. Details of the correlations between community characteristics and measures of school safety and problem behavior are reported in Appendix Tables H6.1, H6.2, and H6.3.

Table 6.4
Summary of School-Level Correlates of Quality of Implementation

	School-wide discipline		Discretionary prevention activities		
School or average activity characteristic	Elementary schools	Secondary schools	Technical quality	Extent of use	Student exposure
		Organizational capacity			
Morale		+	0	+	++
Organizational focus		+	0	+	++
Amenability to program implementation					
Principal's report	+	++	0	+	+
Activity coordinators' reports	0	+	++	++	+
Few obstacles to program development	0	+	0	0	++
School capacity for program development	+	+	0	+	0
Open problem identification	++	++	0	++	-
Teacher-principal communication	+	++	0	+	++
Staff stability, discretionary activities			0	0	0
Staff stability, teachers	0	-	0	0	-
Small school size	-	0	0	-	++
	Principal leadership, personality style, and record of accomplishment				
Administrator leadership, teachers' reports		+	0	+	++
Principal supervision and feedback	+	++	+	+	0
Principal consideration	0	++	0	-	0
Principal presence and visibility	+	++	0	0	0
Principal planning	++	++	+	0	0
Total leadership behavior, principal	+	++	+	0	0
Principal uses delegation	0	+	+	0	- -
Narrow span of control	0	0	++	0	0
Accomplishment record, principal	0	++	0	+	-
Accomplishment record, activity coordinators			0	+	0
Conscientiousness, principal	+	+	0	0	0
Conscientiousness, activity coordinators			+	0	+
		Budget and support			
School district support	0	++	0	+	0
SDFS support for specific activities	+	+	+	-	-
Other external government support	+	+	+	0	-

continued . . .

Table 6.4 *(continued)*
Summary of School-Level Correlates of Quality of Implementation

	School-wide discipline		Discretionary prevention activities		
School or average activity characteristic	Elementary schools	Secondary schools	Technical quality	Extent of use	Student exposure
Private or charitable support	0	+	0	0	0
Fund raisers	0	+	0	0	0
Participant fees			0	–	+
SDFS support for *any* prevention activity in the school according to principal	0	++	0	–	– –
School control of budget for activities			0	0	0
Funding for activities assured for next year			– –	+	0
Organizational support					
Training in classroom management or instruction, teachers		+	0	++	++
Training in behavior management, teachers		0	++	++	++
Quantity and quality of training in school discipline	++	++	+	+	0
Quantity of activity training			++	++	+
Quality of activity training			++	+	0
Level of supervision of activity coordinators	+	++	++	++	0
Monitoring of implementation of discipline policies	++	++			
Principal's performance appraisal depends on discipline management	++	++			
Principal's support for discretionary activities			+	++	++
Program structure					
Scriptedness of activities			++	++	0
Integration with school operations					
Planning, teacher reports		+	0	++	++
Responsibility for starting activities:					
School insiders			+	++	+
School district			++	+	–
Researchers			++	0	+
Development of discretionary activities:					
Local			0	0	0
External			+	+	0

continued

Table 6.4 *(continued)*
Summary of School-Level Correlates of Quality of Implementation

	School-wide discipline		Discretionary prevention activities		
School or average activity characteristic	Elementary schools	Secondary schools	Technical quality	Extent of use	Student exposure
Researcher			0	0	0
Local development of discipline practices	+	++			
Development of discipline practices:					
Administrators	0	0			
Teachers	0	– –			
Other school staff	–	– –			
Students	–	– –			
Parents	– –	– –			
District personnel	– –	–			
Researchers or experts	– –	– –			
Variety of information sources used	+	++	++	++	0
Degree of local initiative in use of SDFS funds	0	0	–	–	0
Amount of job related to activities			+	++	0
Activities part of regular school program			++	++	++
Activity coordinators full-time workers			0	++	+
Activities not operated by volunteers			+	+	+
Feasibility					
Few obstacles to implementation			–	–	0
Timing of activity					
Not before school			0	–	0
During the school day			+	0	+
Not immediately after school			+	0	+
Not early evening			–	0	0
Not late in the evening			0	0	0
Not weekends			0	–	+
Level of problems in the school					
Safety, student reports		–	–	–	+
Safety, teacher reports		0	–	0	++
Classroom orderliness		0	–	–	++
Little victimization, teachers		0	–	–	+
Little victimization, students		–	0	0	0

continued ...

Table 6.4 *(continued)*
Summary of School-Level Correlates of Quality of Implementation

	School-wide discipline		Discretionary prevention activities		
School or average activity characteristic	Elementary schools	Secondary schools	Technical quality	Extent of use	Student exposure
School selectivity	-	-	+	-	+
Not a magnet for problem students	0	-	-	0	0
Little school crime, principal report	-	-	0	0	++
Few gang problems	- -	-	-	-	0
Little drug use, students		0	0	0	- -
Little delinquent behavior, students		-	0	-	-
	Community characteristics				
Absence of concentrated poverty and disorganization	0	+	-	- -	0
Not urban	0	+	0	-	0
Little immigration and crowding	0	-	-	0	0

Note. Blank cells indicate no information or no hypothesized relationship. School and activity characteristics are worded to indicate the direction of the hypothesis. + = support for the hypothesis for at least one quality indicator. ++ = support for the hypothesis for at least two quality indicators. 0 = evidence does not support the hypothesis. - = evidence against the hypothesis for at least one quality indicator. - - = evidence against the hypothesis for at least two quality indicators.

6.3 to provide a crude tally of instances of support for a hypothetical predictor of quality of program implementation versus instances of no support or of disconfirmation.[10] The predictor variables in Table 6.4 are worded to indicate the expected relation with quality (e.g., *staff stability* rather than turnover is expected to go with quality).

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[10] The rules for constructing Table 6.4 are arbitrary but reasonable. For predictors of quality of school-wide discipline, a "+" appears in the table if a correlation with any criterion measure was statistically significant in the expected direction or if more significant correlations were in the expected direction than in the opposite direction. A double plus ("++) appears in the table if three or more of the six correlations were in the expected direction. The same rules are used to enter a "- " or "- -" in the table. For predictors of average discretionary program implementation, measures of (a) technical quality, (b) extent of use, and (c) degree of student exposure were examined separately. A "+" appears if a correlation with any criterion measure in the set was statistically significant in the expected direction or if more significant correlations were in the expected direction than in the opposite direction. A "++" appears if at least two correlations were in the hypothesized direction. The same rules were used to enter a "- " or "- -" in the table.

The following paragraphs briefly summarize the main findings about school-level correlates of implementation quality that are illustrated in Table 6.4.

Organizational capacity. The results provide strong support for the hypothesis that organizational capacity is linked to the quality of implementation of school activities. Both the more established Morale scale and the new Organizational Focus scale (based on secondary school teacher reports) were related to quality of school-wide discipline practices and to the extent of use and degree of student exposure to activities. Both measures were relatively unrelated to technical quality of discretionary activities, however. Other measures of organizational capacity were also predictive of school-wide or discretionary prevention activity quality, with the exceptions that staff stability did not show the expected relations with measures of quality, and small school size sometimes had correlations with quality in the direction opposite expectation.

Leadership and principal and implementer personality style and record of accomplishment. The results provide support for the hypotheses, with a few exceptions. Principals' reports of their own leadership behaviors were correlated with quality of school-wide discipline with one exception (convincing evidence that the Consideration scale was related to quality of discipline in elementary schools was not found). Because principal leadership behavior and quality of disciplinary practices are both based on the reports of the same individuals, the size and regularity of the correlations are less impressive than they would be if based on independent reports. For this reason, the support for the hypothesis that principal leadership is predictive of activity quality based on the teachers' reports in the Administrator Leadership scale is important. Although the correlations are smaller than those based on principal self-report, their pattern supports the hypothesis. The ad hoc measures of delegation and span of control produced no strong pattern of results, and the results provide modest support for the hypotheses that the past accomplishments and conscientiousness of principals and activity coordinators would predict quality of implementation.

Budget and support. In secondary schools where principals report receiving any type of support for developing discipline procedures, the quality of discipline practices is better. The link between funding and quality is less clear for discretionary prevention activities, however. Reports by activity coordinators of external government support – SDFS or other – are positively correlated with technical quality but unrelated or negatively related to extent of use and student participation in or exposure to activities. Principals' reports that prevention activities in the school are supported by SDFS are also negatively correlated with extent of use and degree of student exposure to discretionary activities. The hypothesis that school control over budgets for activities would predict quality is not supported. Confidence in continued funding for activities is *negatively* correlated with the technical quality of discretionary prevention activities, although positively correlated with extent of use. In short, the hypotheses about budget support for activities find only weak and inconsistent support, and sometimes negative support.

Organizational support. The hypotheses about organizational support are in strong agreement with the data. Quality and amount of training are associated with better implementation of school-wide discipline and better average implementation of discretionary prevention activities. Training is associated with better technical quality more extensive use of discretionary activities, and sometimes with the degree of student exposure. Furthermore, the level of supervision of activity coordinators is associated with better technical quality and extent of use of programs, and the degree to which discipline policies are monitored and to which principals' performance appraisal depends upon discipline management are associated with better quality implementation of discretionary activities and school-wide discipline. In short, training and supervision matter. Finally, there is also strong support for the hypothesis that principals' support for discretionary prevention activities is a predictor of implementation quality – particularly with respect to extent of use and degree of student exposure.

Program structure. Structure of activities predicts the technical quality and extent of use of discretionary prevention activities. We have no test of the relation between structure and quality of school-wide discipline activities, as pertinent aspects of structure (written rules, handbooks) were used as indicators of quality of school-wide discipline because prior research implied that these characteristics are related to positive outcomes.

Integration with school operations. Some of the hypothesized relations between our measures of integration with school operations were found as expected in the data, but correlations for other potential predictors were opposite the direction expected. Teacher reports of planning activity in the Effective School Battery's Planning scale were positively correlated with the quality of discipline in secondary schools and with the extensiveness of use and student exposure to discretionary prevention activities – but not related to the technical quality of discretionary activities. Insider responsibility for initiating prevention activities is associated with higher quality discretionary activities. District personnel or researcher responsibility for initiating discretionary activities is associated with technical quality. Development of discretionary activities by persons external to the school is associated to some degree with extent of use and technical quality, but neither local development or researcher development had any consistent associations with quality measures.

The pattern of results for the quality of school-wide discipline is surprising but replicated for elementary and secondary schools. Quality is higher if principals report that discipline practices are locally developed, but quality is generally lower if any of the following are reported to have had roles in development of the procedures: researchers or experts, district personnel, parents, students, other school staff, and (for secondary schools) teachers.

The variety of different information sources used in selecting activities is positively correlated with quality of elementary and secondary disciplinary practices and with the technical quality and extent of use of discretionary prevention activities, lending strong support to the hypothesis that better prevention programs are a result of more extensive use of pertinent information.

Contrary to the hypothesis, more local discretion in the use of SDFS funds was associated with poorer technical quality discretionary activities and less use of those activities.

The results provide a strong pattern of support for the hypotheses that programs will be of higher quality if performing the associated duties are a formal part of workers' jobs, if the activities are a part of the regular school program, if activities are implemented by full-time workers, and not implemented by volunteers.

Feasibility. The expectation that level of use would be lower for activities requiring special arrangements or materials was contradicted by the data: both technical quality and extent of use were higher in schools where activities tended to have special requirements or encounter obstacles. Schools making use of before-school programs tended to make more extensive use of discretionary prevention activities, contrary to expectation. As expected, however, schools with activities conducted during the school day and not after school had stronger activities both in terms of technical quality and degree of student exposure. Unexpectedly, schools with early evening activities tended to have activities of higher average technical quality, and schools with weekend activities tended to have activities with higher levels of use (but lower student exposure).

Level of problems in the school. The hypothesis that quality of implementation would be generally lower in schools experiencing high levels of problem behavior was disconfirmed with respect to most aspects of quality. Contrary to expectation, quality of disciplinary practices tends to be higher in schools with more problem behavior, as does the technical quality and extent of use of discretionary practices in most instances. The only quality criterion for which the hypothesis was confirmed is student exposure to the average discretionary activities. Student participation and exposure tends to be lower in unsafe, disorderly schools, or schools where principals report much crime. Even for this quality criterion, however, the data are sometimes at odds with the hypothesis: In secondary schools where students self-report more drug use or delinquent behavior, student exposure to discretionary prevention activities tends to be greater.

Community characteristics. Weak support was found for the hypothesis that poorer quality disciplinary practices would be found in schools located in communities with a high concentration of poverty and disorganization – or schools serving urbanized populations – whereas weak evidence against the hypothesis that community immigration and crowding would be associated with poorer discipline practices. Evidence based on the quality of discretionary prevention activities was generally against the hypotheses about community factors.

Discussion and Implications

Despite exceptions, most of the hypothesized predictors of prevention program quality received support in the school-level examination reported in this chapter. The degree of support for the hypotheses is remarkable because the tests of the hypotheses involved several obstacles. Perhaps the most important of these is the inherent difficulty in producing a school-level measure of quality of implementation that can be used to gauge such diverse practices as the administration of discipline in schools, instructional approaches to prevention, behavioral programming, other kinds of counseling, family programs, and recreational activity.

A second important obstacle is the necessary reliance on reports by a small number of individuals in each school each of whom is reporting on a *different* activity. Because different items were used to assess the *quality* criteria for activities of different types, it is difficult to estimate the reliability of these reports at the school level directly,[11] but it is inconceivable that their reliability is high. For principal reports, biases, idiosyncracies in outlook, individual differences in personality or attitudes, and temptations to present self or school in a positive light are fully confounded with reports about school practices. There is only one principal per school and accordingly only one principal report. This obstacle, which is present in all survey research that relies upon principal accounts of a school, is unfortunate. Although less severe, these same sources of error or bias can naturally occur when a small number of observers report about the school or about programs in the school. It appears useful to attempt to produce some estimate of the probable range of reliability of the school-level averages for measures of the quality of the discretionary prevention activities. Such an estimate can be made by making assumptions about the probable range of proportion of variance between schools in the quality measures and information about the number of persons contributing data per school.[12] In schools with small numbers of individuals reporting or for variables with small proportions of variance between schools, reliability may be poor. Making reasonable assumptions, we estimate that the average reliability may be around .34, which is modest at best.

The magnitude of the correlations summarized in Tables 6.1 through 6.3 should be interpreted within the context of the unreliability of both predictor and criterion measures. Estimates of the reliability of predictors for the average school were presented earlier in Table 5.1 (Chapter 5). In that table, $\hat{\lambda}$. ranged from .24 to .88 ($Q_1 = .44$, $Mdn = .57$, $Q_3 = .76$). The largest possible correlations between predictors and criteria are the products of the reliabilities of each, implying that a correlation of .19 (.34 x .57 = .19) can be considered quite large in the context of likely unreliability of measurement.

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[11] The attempt to utilize a popular program for estimating hierarchical linear models to estimate the reliability of reports at the school level was thwarted for the quality dimensions by the unstable estimates provided when the number of individuals per school is low.

[12] For variables from the activity coordinator survey for which the intraclass correlation could be estimated it ranged from .05 to .34 ($Q_1 = .11$, $Mdn = .14$, $Q_3 = .18$). Also required for estimates is the number of persons providing data per school. This number, n, ranged from 1 to 17. For the quality measure with the lowest ns (frequency of staff participation) the range was from 1 to 5 persons, $M = 2.0$; for the quality measure with the largest ns (level of use) the range was from 1 to 17, $M = 6.7$ with few instances of $n > 13$). With these estimates it is possible to estimate a school-level reliability, λ, using the following formulae $\rho = \tau/(\tau + \sigma^2)$, and $\lambda = \tau/(\tau + \sigma^2/n)$, where τ is the variance of school means, σ^2 is the variance of individual reports, and n is the number of individuals reporting in a school. The values of λ may range from .05 ($\rho = .05$, $n = 1$) to .90 ($\rho = .34$, $n = 17$). A more reasonable range to consider is $\lambda = .14$ ($\rho = .14$, $n = 1$) to .68 ($\rho = .14$, $n = 13$). With $\rho = .14$ and $n = 2$, $\lambda = .25$; with $\rho = .14$ and $n = 7$, $\lambda = .53$. The reliability of means for schools with different numbers of respondents may have a broad range, probably averaging somewhere around .34 but with reliability quite low whenever either n or ρ is small.

Taken together, the results presented in this chapter imply that a number of characteristics of schools, what they do, and of the activities they pursue are related to the technical quality of school-wide discipline or discretionary prevention activities, the extensiveness of application of prevention activities, and the extensiveness of student exposure to preventive interventions. Table 6.5 was prepared to highlight the predictors of technical quality, Table 6.6 highlights the predictors of extensiveness of application, and Table 6.7 highlights the predictors of extensiveness of student participation or exposure

Table 6.5

Predictors of the Technical Quality of Schools' Prevention Activities

A large amount of training occurs in the specific activities and in behavior management in the school more generally.

The quality of training is high.

The work of implementers is supervised, the work of the principal is supervised, and the principal emphasizes supervision of staff.

The principal supports prevention activities.

Activities are structured (e.g., have a manual).

Implementers perceive that the school is amenable to program implementation.

School insiders are responsible for starting the activity in the school -- and so are researchers or district personnel.

The activity is part of the regular school program.

A wide variety of information sources is used to select activities to put in place.

The predictors of technical quality are somewhat different from the predictors of extensiveness of application or student exposure. In general, training and the use of information would be expected to be important for technical quality and the data agree with this expectation. In general, faculty morale or enthusiasm, small school size, and a safe environment might be expected to be important for student involvement or exposure, and the data agree with this expectation as well.

Despite differences in the predictors of specific quality indicators, the broad importance of a small number of predictors of the quality of prevention activities in schools seems apparent. These include the amount and quality of training, supervision, principal support for prevention activities, structure, the use of multiple sources of information (including district or other experts) in selecting activities to implement, integration of prevention as part of the regular school program, and local responsibility for initiating the activity. Table 6.8 summarizes these broad correlates of prevention activity quality. There is every reason to expect that improving training, supervision, structure, and the availability of information can broadly and substantially improve the quality of school-based prevention of problem behavior. The present results also suggest that prevention interventions are most likely to be well implemented – and therefore have greater prospect of effectiveness – if they are integrated with the regular school program and initiated by school insiders.

Table 6.6
Predictors of the Extensiveness of Application of Prevention Activities

There is a large amount of training in the specific activities and in classroom and behavior management in the school more generally – and training is of high quality.

The work of implementers is supervised.

The amount of planning to solve problems is high in the school (whether or not the principal emphasizes planning).

Morale is high, the organization is focused on clear goals, implementers see the school as amenable to program implementation, and problems are openly identified.

The principal supports prevention activities.

Teachers perceive that the principal is an effective educational leader.

The school's principal and of those responsible for prevention activities have a record of past accomplishment.

A wide variety of information sources is used to select activities to put in place.

Implementing the activity is a formal part of people's jobs, is a regular part of the school program, and the activity does not depend on volunteers.

Activities are structured (e.g., have a manual).

Table 6.7
Predictors of the Extensiveness of Student Exposure to Prevention Activities

Faculty morale is high, the organization is focused on clear goals, and the principalsees few obstacles to program development.

Communication between the principal and the faculty is open.

The school is relatively small.

Teachers perceive that the principal is an effective educational leader.

Training for teachers in classroom management and behavior management is extensive.

The amount of planning to solve problems is high in the school (whether or not the principal emphasizes planning).

The activities are a part of the regular school program, they do not depend on volunteers, and are conducted during the school day (not after school or on weekends).

The principal is supportive of prevention activities.

The school is safe and orderly.

Table 6.8
Summary: The Most Important Predictors of Quality and Extensiveness or Prevention Activity

Extensiveness and quality of training

Supervision of the activity

Principal support for the activity

The degree of structure or scriptedness of the activities

Local responsibility for initiating the activity

Use of multiple sources of information, including district personnel and "experts"

Activity is a part of the regular school program

Conclusions and Recommendations

In this chapter we highlight a small number of salient findings from the earlier chapters, and suggest implications for action. First six broad findings are summarized together with the recommendations they suggest. These are followed by longer lists of more specific suggestions for schools contemplating programs to prevent problem behavior, for school systems, for state and federal governments, and for research.

Major Conclusions and Recommendations

1. Problem behavior is common and more common in some schools than in others.

Finding

Minor forms of problem behavior that interfere with education are common in schools. Serious forms of problem behavior such as fighting, attacks, and carrying weapons occur less frequently, but frequently enough that they are clearly major problems. Schools differ in the level of disorder they experience. Problem behavior is most common in middle schools. There is great variability among urban secondary schools in levels of school crime. Some urban middle schools experience an extraordinary amount of disorder.

Recommendation

Variability in levels of problem behavior across schools suggests that it may be wise to monitor levels of problem behavior in schools through annual surveys of students and teachers – rather than by placing exclusive reliance on reports of school administrators – to identify schools in which disorder poses greatest problems. Focusing resources in the form of training, technical assistance, monitoring, supervision, and the deployment of superior educators to these schools may be appropriate. A potential undesirable side-effect of monitoring school orderliness is that certain schools may be stigmatized, making it more difficult for them to recruit first-rate teachers and administrators and desirable students. Taking steps such as doubling the starting salaries of highly trained and able educators in high-problem schools may be required to prevent the initiation of stigma or the acceleration of a cycle of school deterioration that is already underway.

2. Schools currently employ an astoundingly large number and variety of programs or activities to reduce or prevent problem behavior.

Finding

Nearly all schools have formal written rules or policies about weapons, drugs, and the time for student arrival at school. Most schools have written policies related to dress, visitor sign-in, students leaving campus, and hall wandering or class-cutting. Schools also make use of architectural arrangements, student recruitment, selection, scheduling, and grouping to reduce problem behavior. A large amount and wide variety of different types of discretionary prevention activities – ranging from instruction or curriculum, through counseling, recreational activities, mentor arrangements, youth participation in the regulation of behavior, and interventions for faculty or families – are currently underway in their schools.

Recommendation

Although a wide variety of prevention strategies are in use, most research on school-based prevention has been on instructional programs involving social competencies, defining norms, and providing information about consequences of problem behavior. High quality research on the much broader range of activities resembling those now undertaken in schools is required. The large amount of existing activity raises questions about the advisability of initiating new activities in schools where much is already underway.

3. Most schools have rules or prohibitions – and severe consequences – for a range of undesirable student conduct, but many schools fail to use the full range of rewards and sanctions potentially available to regulate student behavior.

Finding

Schools suspend or expel students for misconduct ranging from truancy to possession of a weapon. Schools are very likely to suspend or expel a student for possession of a gun, knife, alcohol, or other drugs. Suspension or expulsion occurs automatically or usually (after a hearing) in 91% or more of schools in response to these offenses. Suspension or expulsion for physical fighting, possession of tobacco, and use of profane or abusive language is also common, but is not usually "automatic." Some responses to misconduct are used relatively infrequently. For example, community service, peer mediation, and student courts are not much used compared to other responses to misconduct. Even after-school and weekend detention are used less than they might be. And some kinds of rewards for desirable behavior are used surprisingly infrequently – particularly in secondary schools.

Recommendation

School administrators should use a broader range of rewards and sanctions – and de-emphasize practices such as the automatic use of removal of students from school. Suggestions to impose stricter sanctions appear to miss the mark; improving day-to-day responsiveness of school discipline systems is a more appropriate response to concerns about student behavior. The apparent widespread use of expulsion or suspension without hearings may be illegal, demoralizing, and produce negative consequences (such as increased dropout or community dissatisfaction), and it should be discouraged.

4. About half of school-based prevention activities are of such poor quality that they cannot reasonably be expected to make a difference in levels of problem behavior.

Finding

Only 10% of our nation's schools report using what we consider to be minimally adequate discipline practices. The remainder fail to employ available and acceptable methods to promote desired behavior or to diminish misconduct, or they fail to apply consistent and predictable disciplinary responses. The quality of discretionary prevention activities in the nation's schools is also generally poor: 47% of activities receive a failing grade according to the quality criteria employed in the present research. Many individual prevention activities are implemented with insufficient strength and fidelity to be expected to produce a measurable difference in the desired outcomes.

Recommendation

Although it is possible that a very large number of poorly implemented or poor quality activities may add up to a big difference in school orderliness, this is an empirical matter that has not been studied. In view of efficacy research showing that identifiable activities of sufficient quality can by themselves make a measurable difference in problem behavior, emphasizing the high quality implementation of such activities in schools should be given priority. In view of research implying that activities that may be efficacious do not work when poorly implemented, emphasis should be given to quality of implementation.

5. Organizational support for implementation and integration with school operations broadly predict the quality of prevention activities in schools.

Finding

The amount and quality of training, the level of supervision of personnel, monitoring of implementation, and review of implementer performance are features of organizational support that are linked to the quality of school-wide discipline, and the quality and extensiveness of discretionary prevention activity. Local planning and local responsibility for *initiating* activities is also associated with the extensiveness of application and the technical quality of prevention activities. And the quality of discretionary programs is greater for activities that are a regular part of the school program. Quality is greater when those initiating programs in schools use a greater variety of information, and have input from district personnel or experts. Programs *developed* externally to the school have higher technical quality and are used more extensively than are locally developed programs.

Recommendation

Improving the amount and quality of training and supervision of principals and other school personnel, and improving the monitoring of their activities has great potential to improve school programs. Implementation of high quality prevention activity may be thwarted when there is no principal support for the activity. Therefore, introducing such activities when principal support is lacking may be contraindicated. Because local planning and greater use of information are linked with quality programming, assistance to schools in implementing more local planning and making more extensive use of valid information about the effectiveness of programs developed elsewhere may also help to improve the quality of school-based prevention activity.

6. School organizational capacity predicts the extensiveness of use and of student exposure to prevention activities.

Finding

Aspects of school climate – faculty morale, organizational focus on clear goals, perceived amenability to program implementation, open identification of problems, and open teacher-principal communication – are associated with more extensive use of and greater student exposure to prevention activities. Faculty assessment that the principal is a good educational leader is similarly predictive of the level of use of prevention activities and student exposure to activities.

Recommendation

Because enthusiasm for implementing prevention activities may be low in schools with low morale, little focus, and poor communication, and where the principal is held in low regard by the faculty, implementation will be more difficult in such schools. If school climate is poor, or when arrangements for organizational support discussed in the previous finding are lacking, the top priority for intervention may be the organization itself. That is, it may be important to address infrastructure problems in the school as a whole rather than to emphasize specific prevention programs. Organization development should be regarded as a necessary first step in the process of developing more effective prevention programming in some schools. Capacity for innovation should be assessed before initiating programs in schools, and assessment results should be used to apply appropriate levels of organization development, training, or other support.

More Specific Recommendations for Schools, School Systems, Government Agencies, and Research

The broad findings and recommendations made above may be supplemented by more specific advice to particular audiences. The remaining sections address these specific audiences.

Recommendations for Schools

The strong evidence that the amount and quality of training are related to the quality of activities and arrangements to prevent or reduce problem behavior implies that making effective use of staff development opportunities should be a priority for schools. Schools often have a limited amount of time to devote to training or staff development, as opportunities are frequently limited to a few days before school opens and occasional days or partial days during the school year. The evidence also implies that activities initiated within the school are more likely to be applied extensively in the school. Taken together with the evidence that the variety of information used is associated with technical quality and extent of implementation, the results suggest that if schools arrange for quality training in activities they wish to initiate, the quality of prevention programming will be better.

The evidence implies that the quality of most kinds of prevention activity in schools can be improved. This includes school-wide discipline, classroom organization and management, social competency instruction, behavioral interventions, and counseling, among other activities. Making effective use of staff development opportunities is one way to improve the quality of these activities. The evidence also implies that schools make little use of some potentially valuable practices. This includes intervention with the families of students, using the full range of sanctions and rewards for student behavior, and promoting youth roles in the regulation of student behavior. Some schools may wish to consider broadening their repertoire of programs, arrangements, or activities directed at managing student behavior. Other schools have so many different activities underway that they may wish to consider whether a smaller number could be implemented with higher quality.

The evidence that monitoring and supervision are important suggests that schools place emphasis on training for school leaders – principals or others who assume leadership roles in the school – in supervising and providing feedback to others. Finally, some schools should consider broad school improvement programs, i.e., those aimed at morale or organizational focus, as tools for improving program quality generally.

Recommendations for School Systems

The findings pertaining to the poor quality of activities, arrangements, and programs for preventing problem behavior in schools implies that school districts should attend more carefully to what schools are doing. District personnel might consider using program assessment tools similar to those used in the present research to diagnose school problems and programs and plan technical assistance. The results showing that monitoring and supervision of principals and other implementers is related to the quality of programs suggest that district personnel might emphasize the direct observation of the performance of principals and other personnel. Districts might seek ways to improve the amount and quality of supervision and monitoring of school personnel.

Direct supervision of principals in the performance of their roles in (a) managing school discipline, (b) supervising other school personnel, and (c) using state-of-the-art prevention methods may improve the quality of school discipline and other prevention activities. The evidence found in the present research that principals' reports do not always show strong convergence with the reports of others about school disorder, combined with other evidence (Komaki, 1986) that effective managers directly observe the work of subordinates, implies that principals and other personnel should be observed directly rather than placing reliance on second-hand accounts of performance.

The findings about the importance of amount and quality of training and about the relation between the variety of information used by schools and the quality of programs suggest that an important role for school district personnel is to help make needed training available to schools and to serve as conduits for information about effective practices.

Initiation of activities by school insiders and participation of district personnel were both associated with quality of prevention activities in the present results. Accordingly, useful roles for school districts may be to encourage local initiation of prevention activities and to provide scaffolding in the form of high quality information and training to further promote the quality of prevention activities in schools. Districts should assess individual schools' capacity for innovation before initiating prevention programs in schools. Organization development, training, or other support should be provided in schools where it is needed prior to or as part of the initiation of programs.

Schools should be held accountable for the quality of implementation of the programs or activities they undertake. Holding schools accountable requires the development or application of precise implementation standards. Ways to monitor these standards must also be established. Information about the extent to which implementation standards are met will be most useful if school personnel have accepted specific implementation goals, and if feedback is timely and coupled with assistance in overcoming obstacles to implementation (G. Gottfredson, 1996). One structure for integrating implementation standards with planning and program development is described elsewhere (see G. Gottfredson, 1984; G. Gottfredson et al., 1999).

Finally, the evidence that school capacity – morale, focus, communication – and administrator leadership are important to program quality (along with the somewhat weaker evidence that implementer personality is related to program quality) suggests that districts have a role in nurturing these aspects of school infrastructure for program implementation. Providing resources for planning, facilitating organization development, and selecting good leaders may be important roles for school districts.

Recommendations for Federal and State Agencies

At higher levels of government, agencies might make use of the results implying that information is important for program quality by assisting in the dissemination of information about the full range of knowledge about school programs. Current efforts by some agencies to generate lists of "promising," "exemplary," "tested," "research-based," or similar programs or products seems to be one attempt to play this role. At the same time, these lists can be misleading if they are limited only to marketed products for which an advocate was sufficiently motivated to demonstrate that the product met certain criteria and exclude other programs or practices that may be equally effective. Worse, these lists can be misleading when they are based on flawed scholarship or mistaken accounts of original research. The results imply that the *range* of information sources used by those selecting prevention activities is related to quality. Accordingly, the results suggest that fostering the communication of or availability of a range of information may be a useful alternative to the promulgation lists of recommended programs. Information about the *characteristics* of effective programs may be more helpful in local planning and program development than lists of specific projects or programs. Agencies might also communicate information about the importance of (a) training, (b) supervision and monitoring, and (c) program structure.

State and federal agencies might join local education agencies in encouraging local initiation of prevention activities and providing scaffolding in the form of high quality information and training to further promote the quality of prevention activities in schools. Evidence for the usefulness of funding of prevention programs is weak or mixed in the present results.

Finally, the federal government is the ultimate source of funding for the most widespread proprietary prevention program, D.A.R.E. Each year millions of the Department of Education's Safe and Drug Free Schools and Communities program funds are spent by local education agencies on D.A.R.E. programs in schools. Funds from the Department of Justice and the Department of the Interior are also spent by state or local agencies on this program, and D.A.R.E. America has been directly funded by a Department of Justice award. D.A.R.E. programs in the sample for the present study were in some respects implemented with lower quality than other programs in the same category. D.A.R.E. programs are somewhat more likely to have been judged "adequate" than other instructional programs according to our criteria, but they are of shorter average duration, expose a smaller percentage of students, and have lower ratios of providers to students than do other instructional programs. The D.A.R.E. programs in the present sample rely more on lecture and individual seat-work and make less use of computerized multi-media materials than do other instructional prevention programs – although they make use of more behavioral modeling and role playing and similar levels of rehearsal and practice of skills. The D.A.R.E. program is superior to many other similar programs in its degree of standardization and the amount and quality of training provided, but other instructional programs are superior on several indicators of integration into the school. The present results imply that D.A.R.E. might be improved by lengthening the program, and that targeting a larger percentage of students could bring it more in line with other instructional programs now used by schools. An improvement on the D.A.R.E. model involving more teacher investment and participation, and in which regular teachers reinforce the lessons in other parts of the curriculum, might be more helpful to students.

Recommendations for Research

Little quality research is available on many of the things schools are doing to reduce or prevent problem behavior or to promote a safe school environment. Despite research on instructional approaches, classroom management, and a few other methods, little research addresses school security practices, architectural arrangements, counseling approaches to problem behavior, recreation or after-school activities, and most other practices used by schools. High quality evaluations of programs as they are implemented in schools are required. We refer here not to survey research but to actual program evaluations in which special arrangements are made to enhance the evaluatability of the practices or programs. In other words, research should extend beyond the current narrow range of prevention program types to include a broader range of plausible intervention ideas being acted on by schools. Some of this research should involve multiple schools to test for interactions of school characteristics with preventive interventions. Research plans should include incentives for school participation.

In recent years government agencies and foundations have encouraged outcome evaluations of an increasing number of activities in schools and communities. The findings of the present research suggest, however, that for many or most programs, evaluation issues pertain first to the quality of implementation. Only well-implemented programs are likely to be found effective when outcome evaluations are performed. Outcome evaluations are likely to be needed and meaningful only when (a) interventions are well implemented and (b) arrangements allowing inferences about program effectiveness to be drawn are in place. It is now evident that these two conditions are met in only a small fraction of prevention programs. Accordingly, sponsors of prevention programs should more often emphasize evaluation activity that focuses on the level and quality of implementation and should more often forego requirements for meaningless outcome evaluations.

A number of educators whom we asked to participate in the present research expressed the opinion that educational research is of no value. One speculation is that excessive requirements for so-called evaluations is one precursor of such attitudes. Any research project that does not produce useful information for participating schools can contribute to the perception that much educational research is of little value. Focusing on research that is of use to the schools involved with it – and limiting low payoff research or evaluation activity – may be one way to improve this situation. In particular, launching a new national survey every time Congress requires an assessment of a federal program may be a poor approach to developing the knowledge needed to improve the effectiveness of prevention programs.

The measures of program quality developed for the present research appear to have had utility in the present application. These measures have potential application as tools for program assessment and for diagnosing schools. They may prove useful in assessing schools' technical assistance needs and in measuring program improvement. Further research assessing this possibility is desirable.

Finally, some results imply that estimates of levels of school disorder derived using different survey methods do not fully converge – and that estimates derived from the reports of principals, teachers, and students do not show agreement that is as high as might be expected. These results imply that it will be desirable to employ multiple measures in future research. Future research should de-emphasize surveys that rely upon a single reporter – such as the school principal – despite the convenience of such an approach.

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A. Sampling and Recruitment

Schools and Principals

We desired to describe *schools* in the United States, and to provide descriptions for urban, suburban, and rural schools and for elementary, middle, and high schools. We required a list as inclusive of the population of schools in the U.S. as possible from which to sample. We used a commercial mailing list vendor's list because it included not only public but also private and Catholic schools, was purged of recently closed schools by the mailing list vendor, and contained schools that began operation more recently than the most comprehensive alternative lists that could be located. The vendor, Market Data Retrieval, uses information from the Common Core of Data developed by the National Center for Education Statistics, and it updates and augments that information with additional information which it develops, such as principal's name.

We assumed that a 70% participation rate might be attainable, and that it would be desirable to have 300 participating schools representing each of urban, suburban, and rural schools and 300 schools representing each grade level. The universe was stratified by location and level, and a systematic 1/*n* sample of 1287 schools was drawn so that the number of sampled schools in each of the nine (level by location) cells sampled was 143. With a 70% participation rate this would produce 100 schools per cell, 300 at each level, and 300 for each location. School level was defined as follows (E = elementary, M = middle, H = high):

Lowest grade	Highest grade											
	1	2	3	4	5	6	7	8	9	10	11	12
Pre-K	E	E	E	E	E	E	E	E	M	M	H	H
K	E	E	E	E	E	E	E	E	M	M	H	H
1	E	E	E	E	E	E	E	E	M	M	H	H
2		E	E	E	E	E	E	E	M	M	H	H
3			E	E	E	E	E	E	M	M	H	H
4				E	E	E	M	M	M	M	H	H
5					E	E	M	M	M	M	H	H
6						E	M	M	M	M	H	H
7							M	M	M	M	H	H
8								M	M	H	H	H
9									M	H	H	H
10										H	H	H
11											H	H
12												H

The stratified probability sample includes public and private (sectarian and non-sectarian) schools in the United States (all 50 states and the District of Columbia), excluding Puerto Rico and U.S. territories. The sampling frame includes regular public schools as well as vocational schools, comprehensive schools, magnet schools, and alternative schools. It also contains Catholic schools and private schools (both sectarian and nonsectarian). The MDR list of schools was used to select the sample because we believed it to be more complete and up-to-date than the list compiled by the National Center for Education Statistics for the Common Core of Data (i.e., the most complete list available), and because it contained the names of principals. Initial sample weights (the inverse of the probability of selection) range from 22.88 for urban middle schools to 182.22 (for rural elementary schools). Because of the very large number of rural schools in the U.S., sampling probabilities for rural schools were relatively low (1 or 2%) whereas the sampling probability of urban middle schools was higher (over 4%).

In phase 1, schools were contacted directly to seek their participation in the project.[1] In phase 2, for sampled secondary schools and for elementary schools in districts containing sampled secondary schools, a more complicated recruitment procedure was followed by Westat. (This procedure is described below where the sampling of teachers is discussed.) For other elementary schools in the sample, survey assistants at Gottfredson Associates contacted the schools directly. Elementary schools in districts where Westat was seeking secondary school participation were contacted by Gottfredson Associates personnel after Westat had determined the outcome of its interaction with the district. Schools in districts with sampled secondary schools were approached only following district agreement to participate. Westat secured data from secondary schools and Gottfredson Associates secured data from elementary schools.

Prevention Activities

Sampling of prevention activities within participating schools began with the list of activities identified in the principal phase 1 questionnaire for program identification and accompanying activity detail booklet (or for a small number of schools identified with a short-form questionnaire completed via telefax or telephone when the full-form had not been returned in phase 1). The number of distinct prevention activities identified in this way was greater than we had anticipated, so we decided to sample activities to limit the reporting burden on schools. In the phase 1 activity detail booklet principals had been asked to identify two individuals who could describe each activity. In telephone calls in preparation for the phase 2 survey we attempted to determine if specific prevention activities were still underway in schools, which eliminated some activities. To obtain a sufficient amount of data in each of the 14 categories of discretionary prevention activity, no more than one activity was selected from each category for each school. An exception to this no-more-than-one-per-category rule was that two identifiable "packaged" programs were selected with probability = 1.0 if not selected by the random procedure. The packaged programs selected in this way were Drug Abuse Resistance Education (or D.A.R.E.), and Peer Mediation (including student mediation).

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[1] Some principals indicated that school district approval was required before the school could participate. In these cases district personnel were contacted to request endorsement of school participation in the project. Some of these districts refused to participate – citing obstacles such as too many surveys in schools or a policy of not conducting surveys at certain times of the year, for example. Some districts required the completion of a formal application for approval of research. In all cases where such a requirement was made, we prepared an application. Not all districts acted on these applications.

Sometimes the activity sampling described in the foregoing paragraph resulted in several activities with the same individual as the only identified informant. Sometimes, the principal had been identified as the person who could provide more information for two or more prevention activities (and in all cases the principal would be asked to complete the phase 2 principal questionnaire describing school-wide activities). When it occurred that an individual would be asked to complete more than two questionnaires, we attempted to determine in discussion with the school principal whether others in the school could describe the sampled activity. We were not always able to get the principal on the phone, and there were many instances in which the principal was not able to identify alternative respondents. Accordingly, we randomly re-sampled within prospective respondents so that respondents were not asked to complete more than two questionnaires. The principal was limited to the phase 2 principal questionnaire and one activity questionnaire.

Telephone interaction with elementary schools was conducted by assistants at Gottfredson Associates, and interaction with secondary schools was conducted by Westat personnel. Random sampling of activities was conducted by researchers at Gottfredson Associates. The principal was asked to designate an individual to serve as survey coordinator so that one package of questionnaires could be delivered to the school and one person would be responsible for receiving, distributing, and returning the completed materials. (In secondary schools, where Westat personnel engaged in negotiations with schools, survey coordinators would also be responsible for student and teacher surveys and for assisting Westat in securing rosters of students and teachers.) Sometimes the principal designated another individual, and sometimes the principal decided to serve as coordinator.

Teachers and Students

We sought to survey all teachers and obtain completed student questionnaires from a probability sample of 50 students in participating secondary schools. Westat personnel were responsible for the sampling of teachers and students in participating secondary schools. Westat, which has conducted a number of surveys of schools under contract with the U.S. Department of Education, has developed a standard approach to the task which involves first contacting each Chief State School Officer, then requesting participation from local education agencies (school districts), and contacting schools only when district participation is secured. This traditional approach is particularly appropriate when districts are a primary sampling unit (PSU). In the present study, Gottfredson Associates had earlier selected a sample of schools in which schools were the PSU. Accordingly, Westat had to negotiate with a relatively large number of districts to implement the traditional strategy. Details of the state, district, and secondary school recruitment effort by Westat are provided elsewhere.[2] District recruitment began in November 1997 and for some districts continued into April 1998. Once districts agreed to participate, Westat personnel approached principals to request school participation. Recruiters offered secondary schools an incentive of $100 to participate,[3] and negotiated with principals about the nature of their participation (dropping the request for student participation to avoid refusal to participate in any part of the project).

To prepare for surveys, survey coordinators were asked for information about average student attendance, percentage of students unable to read English at the 6th grade level, expected survey date, and last day of school; and coordinators were asked to send a roster of students and teachers. In most cases all teachers were included in samples, but students were usually sampled. Where possible (i.e., where Westat was able to obtain a roster indicating student sex), the school population of students was stratified by sex and a systematic 1/*n* sample of students was drawn. When sex was not known but grade level was known, the population was stratified by grade level and a 1/*n* sample of students was drawn. In other cases, a 1/*n* sample of students was drawn. The size of *n* depended upon (a) the number of students in the school, (b) the school's typical attendance rate, (c) the percentage of low English proficiency students, and (d) an anticipated response rate of .8 so that an expected 50 students would complete questionnaires.

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[2] Crosse, S., Burr, M., Cantor, D., & Hantman, I. (2000, April 14). *Study on school violence and prevention: Intermediate level: Draft report* (Appendix A). Rockville, MD: Westat.

[3] Recruiters also offered reluctant elementary school principals an incentive of $50 to participate in the phase 2 surveys.

B. Additional Information on Response Rates

Information about response rates for the phase 1 and 2 principal surveys, teacher and student surveys, and activity coordinator surveys is provided in Chapter 1. Tables in the present Appendix supplement information provided in the text of the report by providing information about school and community characteristics correlated with participation in surveys, tabulating the reasons articulated by principals for refusing to participate in the phase 1 survey (the gateway survey for all other surveys), and by providing details on the discretionary prevention activity survey. This appendix also provides information about the location of schools in the sample according to the file used to draw the sample and the actual location of the schools when we determined that the initial classification was incorrect.

In this and subsequent appendices, tables are numbered by indicating the appendix letter, the text chapter first making reference to the appendix Table, and a sequential number within that chapter. For example, the first table in this appendix is identified as Table B1.1, which means that this table was the first appendix table mentioned in Chapter 1. Tables not mentioned in any text chapter follow tables mentioned in the text and are numbered as if first mentioned in (the nonexistent) Chapter 8.

Correlations between characteristics of the school or of the community within which the school is located (based on zip code level aggregations of 1990 census data) and participation in the study's various survey components are displayed in Table B1.1. Proportion of population urban and urban location are seen to be robust negative correlates of participation. School auspices (public, Catholic, or private sectarian or nonsectarian) is also strongly associated with participation rates, as was shown in text Table 1.7.

The reasons given by principals for refusing to participate in the phase 1 principal survey are tablulated in Table B1.2. This information is based on the reports only of principals who affirmatively refused, as we did not seek this information from principals who passively refused participation (i.e., simply did not participate without ever indicating refusal).

In preparation for the phase 2 surveys we sought an indication from principals about the current status of discretionary prevention activities identified in the phase 1 survey. In phase 2, we sought a description only of activities actually in existence in the schools at the time of the survey. We were unable to determine the current status of all of the sampled activities prior to survey time, but of those whose continued existence could be verified, 86% were still in existence. The first pair of columns in Table B4.1 shows details according to activity type. We sought completed questionnaires from sampled activities which we determined still to exist and from activities whose current status could not be determined. The second pair of columns in Table B4.1 shows that the overall completion rate was 52% and shows that the completion rate did not differ much by type of activity.

As noted in the text, a very small number of the 1287 entities sampled turned out not to be a school, to be closed, or to be a school serving a different span of grade levels than expected. At least 5% of the schools did not have the metropolitan status expected. The urbanicity strata are based on a classification of locale codes assigned by the National Center for Education Statistics (undated). NCES assigned these codes based on the school's mailing address. The locale definitions and their relation to the present urban/suburban/rural designation are as follows:

Urban

Large City: Central city of a Metropolitan Statistical Area (MSA) with a population greater than or equal to 400,000 or population density greater than or equal to 6,000 people per square mile.

Mid-size City: Central City of an MSA with a population less than 400,000 and a population density less than 6,000 people per square mile.

Suburban

Urban Fringe of Large City: Place within an MSA of a Large Central City and defined as urban by the Census Bureau.

Urban Fringe of Mid-size City: Place within an MSA of a Mid-size Central City and defined as urban by the Census Bureau.

Rural

Large Town: Town not within an MSA, with a population greater than or equal to 25,000.

Small Town: Town not within an MSA and with a population less than 25,000 and greater than or equal to 2,500 people.

Rural: A place with less than 2,500 people and coded rural by the Census Bureau.

We fortuitously discovered a school which was obviously misclassified as to location. In investigating this problem we discovered additional schools misclassified according to location. Suspecting a general problem with the CCD locale classification, we merged census data on percentage urban for the zip code area with the school file to identify schools where the percentage urban according to the Census Bureau did not match the CCD locale classification. When we discovered a locale misclassification, we reclassified it. This resulted in a change of the metropolitan classification for 5% of the schools. Because we explicitly examined only those schools flagged by a percent urban-locale mismatch, it is possible that we failed to identify some misclassified schools, although it is unlikely that we failed to detect gross misclassifications.

Table B8.1 shows the result of the reclassification of school location.

Because the CCD is used in a great deal of school research, it is possible that errors in the locale codes may have non-trivial effects on that research. NCES personnel are aware of classification errors in earlier versions of the CCD and indicate that these are being or have been corrected in newer releases of the CCD.

Response rate tables presented in Chapter 1 and results shown throughout the report are based on the corrected school locations.

Table B1.1

Correlations of School and Community Characteristics With Participation in Principal, Teacher, and Student Surveys

School or community characteristic	Elementary			Middle/Junior					High, vocational, comprehensive				
	PQ1	PQ2	AD	PQ1	PQ2	AD	TQ	SQ	PQ1	PQ2	AD	TQ	SQ
Enrollment according to mailing list vendor	-02	01	-01	-11*	-01	-08	00	01	-06	-03	-06	-01	03
% Free lunch calculated from CCD, much missing data	-06	-01	01	-03	02	00	02	-01	06	13	02	18*	14
Percent students Black, CCD	02	03	04	-10	-09	-11*	-07	-10	-12	-03	-11	03	04
Percent students Hispanic, CCD	-13*	-06	-10	-04	-08	00	-08	-07	00	01	03	04	01
Location [a]	12*	10*	09	06	10*	04	11*	12*	12*	16**	14**	12*	14**
Percent population Black, 1990 census	-03	01	01	-12*	-09	-13**	-09	-08	02	06	02	07	06
Proportion of population with some college	-09	-11*	-09	06	-03	04	-04	-06	-10*	-16**	-15**	-14**	-14**
Proportion housing units owner occupied	16**	11*	09	14**	13**	16**	16**	16**	06	08	08	04	00
Male unemployment rate	-04	01	-02	-11*	-04	-10*	-06	-04	05	06	06	10*	03
Households with public assistance income	-03	-01	00	-12*	-08	-12*	-10*	-07	04	08	06	13**	09
Proportion of population urban	-16**	-12*	-13**	-08	-08	-06	-09	-11*	-12*	-17**	-15**	-15**	-11*
Female headed households with children	-11*	-04	-06	-09	-09	-10*	-11*	-10*	01	01	01	04	01

Note. 1990 census variables are based on school zip code area. Decimal points are omitted. PQ1 = Phase 1 Principal Questionnaire. PQ2 = Phase 2 Principal Questionnaire. AD = Activity Detail Booklet. TQ = Teacher Questionnaire. SQ = Student Questionnaire. CCD = Common Core of Data. For TQ and SQ, a school participated if a usable number of teacher or student questionnaires were completed.

[a] Location coded 1 = large central city, 2 = mid-size central city, 3 = urban fringe of large city, 4 = urban fringe of mid-size city, 5 = large town, 6 = small town, 7= rural.

* $p < .05$

** $p < .01$

Table B1.2
Reasons for Refusals in Phase 1 Principal Survey

Reason articulated	Frequency
Too busy/no time	95
No reason/doesn't want to	89
Not interested	41
Survey too lengthy	30
No support staff	28
Personnel changes	20
District/School Board refuses to allow participation	15
Too many surveys	13
Doesn't apply to their school	9
School/personal policy not to participate in surveys	4
Not mandatory	3
Bad timing of receipt of surveys	3
Doesn't want to give out names	3
Invasion of privacy	1
Bad experience with previous surveys	1
Having surgery	1
Pick another school	1
Inappropriate and beyond the scope of the needs of the study	1

Note. $N = 302$ refusals. Total adds to more than 302 because refusers sometimes gave more than one reason for refusal.

Table B4.1

Percentage of Activities Still in Existence at Phase 2 Survey Time and Response Rate, by Activity Category

	Of activities whose existence could be determined:		Of activities for which a response was sought:	
Activity category	% existing	*n*	% responding	*n*
Activity type				
Prevention curriculum, instruction or training	87	566	55	670
Behavior programming or behavior modification	82	435	55	484
Counseling, social work, psychological or therapeutic activity	92	510	56	654
Mentoring, tutoring, coaching, apprenticeship	89	401	52	496
Recreation, enrichment, or leisure activity	88	418	49	500
Improvement to instructional practices/methods	87	407	51	493
Classroom organization and management	84	370	51	434
Culture, climate or expectations	89	461	54	567
Intergroup relations and school-community interaction	86	393	47	494
Planning structure or management of change	87	381	50	476
Security & surveillance	89	382	55	479
Services/programs for family members	83	342	49	405
External personnel resources for classroom	84	484	51	565
Youth participation in discipline	79	313	48	357
Part of a multi-component activity	88	1108	53	1323
Celebrity program	88	631	56	753
Total	86	5863	52	7104

Note —Left columns show activities still in existence as a percentage of those activities whose existence could be verified (total $N = 5863$). Existence could not be verified for 27% of activities. Right columns show responses as a percentage of those activities (total $N = 7104$) for which descriptions were sought. This includes activities whose continuing existence could not be verified.

Table B8.1

Metropolitan Status of Schools in the Sample According to the Mailing List Vendor and As Revised

Metropolitan status coded at time of sampling	Revised metropolitan status		
	Urban	Suburban	Rural
Urban	411	13	5
Suburban	10	404	15
Rural	7	14	408

Note. The source of mailing list vendor's classification was the Common Core of Data. Reclassification is based on urbanicity as determined by an inspection of 1990 census information for the zip code in which the school is located.

C. Weighting and Statistical Procedures

Weights

The sample of schools is intended to allow weighting by the inverse of the probability of selection in order to represent all of the schools serving students in grades K through 12 in the 50 states and the District of Columbia. Base weights were developed to take into account the probability of selection.

Weights were also developed to adjust for non-response.[1] Nonresponse error occurs when sampled units (schools, activities, teachers, or students) fail to participate or to answer questions. School-level non-response adjustments for principal, teacher, student, and activity questionnaires are based on the sample strata and predictors of participation probability (school size, auspices, grade level composition). Respondent-level (within school) weights for teacher, student, and activity questionnaires were also developed to account for sampling fraction and to make within school nonresponse adjustments.[2]

Final weights are the product of base weight, school-level nonresponse weight, and respondent-level nonresponse weight.

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[1] One kind of non-sampling error that could influence the estimates made in the present report could derive from the failure to include schools that exist in the universe of schools in the sampling frame (so that they have no probability of being included in the sample). This type of non-sampling error is difficult or impossible to estimate and correct for. We attempted to minimize this type of error by using the most complete list of schools we could obtain without conducting extensive (and expensive) efforts to locate schools that might have been omitted from existing compiled lists.

[2] Thresholds for regarding a school as a "respondent" in teacher, student, and provider surveys were set. For the purpose of making nonresponse adjustments, students who responded to fewer than 80% of questions were dropped and non-response adjustment was done separately by sex (if the school sample was stratified by sex) or grade level (if stratified by grade level) with missing information on sex or grade level imputed. (Some demographic information was missing because the Department of Education required Westat to use a perforated answer sheet and have the portion with demographic information removed and returned separately. Not all answer sheets could be matched with a demographic portion.) Schools were not assigned a nonzero weight unless (a) the school contained 11 or more students and more than 40% responded or (b) the school contained 10 or fewer students of whom 70% or more responded. A teacher was deemed a nonrespondent if fewer than 60% of questions were answered. A school was assigned a nonzero weight if (a) it contained 12 or more teachers of whom 25% or more responded or (b) the school contained fewer than 12 teachers of whom 50% or more responded.

The nonresponse adjustments are expected to reduce bias due to nonresponse error, although there is no way to test whether this reduction occurs, and the possibility of nonresponse error remains a limitation of the present research – particularly for the urban secondary school student surveys.

Tabulations providing national estimates in this report generally make use of weighing. Exceptions to the general use of weighting include the following: (a) Within school weights are not applied when producing school-level measures. This is because the application of unequal weights increases both true score and error and seems to us a poor psychometric practice. (b) Weights are not applied when examining correlations among school-level measures. In instances in which we examined both weighted and unweighted correlations, both procedures produce similar results. (c) Weights are not applied in comparing packaged programs with other programs in the same category.

Statistical Procedures and Confidence Bands

In contrast to non-response error, it is possible to estimate the magnitude of sampling error. Tables report standard errors or confidence intervals for estimated means, proportions, or percentages. In most cases[3] the standard errors are estimated using a resampling technique known as the general stratified jackknife (Efron & Gong, 1983) to take into account the complex nature of the sample. Because standard errors cannot be calculated as they could be if simple random sampling had been implemented, they are estimated empirically for weighted sub-sample replicates that mirror the sample design. Variance estimates for the full sample are based on the variance of replicate estimates. The use of weighted replicates to estimate the magnitude of sampling errors has the added virtue that these estimates include the effect of weight adjustments.

Confidence intervals for means are estimated as $M \pm 1.96SE_M$. In most instances, confidence intervals for proportions (or percentages) are estimated as $p \pm 1.96SEp$. When an estimated proportion is near 0.0 or 1.1 and the sample size is relatively small, the confidence interval for proportions is not symmetrical, however (Fleiss, 1981, pp. 14-15). In cases where we judged that asymmetry would be of practical importance, confidence intervals were estimated by calculating the confidence interval for the log odds corresponding to the observed proportion as

$$L_u = \ln(\frac{p}{1-p}) + 1.96\frac{\sqrt{Var_p}}{p(1-p)}, \text{ and} \qquad (1)$$

$$L_l = \ln(\frac{p}{1-p}) - 1.96\frac{\sqrt{Var_p}}{p(1-p)} \qquad (2)$$

where p is the sample estimate of the proportion, Var_p is its estimated variance, and L_u and L_l are the upper and lower boundaries of the confidence interval. Then the confidence interval for the proportion is obtained from the inverse logit transformation of the resulting values:

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[3] Except for correlations among variables or where explicitly stated otherwise.

$$UB = \frac{1}{1 + \exp(-L_u)} \tag{3}$$

and

$$LB = \frac{1}{1 + \exp(-L_l)} \ . \tag{4}$$

In some cases the jackknife procedure produced estimates of sampling errors that were smaller than they would be under simple random sampling. In other words the design effect (Kish, 1965/1995) was less than 1.0. In these cases, we substituted standard errors for the sample proportions (or percentages) for simple random samples of the same number of observations.

D. Taxonomy of School-Based Prevention Activities and Prevention Objectives

School-Based Prevention Programs Defined

Basic Definition

A school-based prevention program is an intervention to prevent problem behavior using schools as the primary delivery vehicle. The definition has three components:

1. A prevention program is an ***intervention or set of interventions put in place with the intention of reducing problem behavior in a population***. Such activities include—but are not limited to—policies, instructional activity, supervision, coaching, and other interventions with youths or their families, schools, or peer environments. Problem behaviors include criminal behavior; alcohol, tobacco, and other drug use; and risky sexual activity. Prevention programs may target these problem behaviors directly, or they may target individual or social characteristics believed by program advocates to be precursors of problem behavior. These individual and social characteristics include, but are not limited to, poor social competency and related skills, impulsiveness, academic failure, limited parental supervision, harsh or erratic discipline, poor classroom management, or ineffective school or community guardianship.

2. A ***school-based*** prevention program is primarily located in a school building (even if outside of school hours) or programs implemented by school staff or under school or school system auspices. All kindergarten, elementary, and secondary school levels are included.

3. A ***prevention*** program is directed either at an entire population and reducing rates of problem behavior for the entire population (primary prevention), or it is directed at a defined subpopulation the members of which share characteristics associated with elevated risk of problem behavior (secondary prevention). It includes traditional treatment or remedial intervention for problem behavior short of official juvenile or criminal justice system adjudication or post-adjudication treatment.

Clarification and Elaboration

The above definition requires elaboration to clarify that its scope includes a broad range of causal perspectives, limits programs to elementary and secondary education levels, and includes treatment or remediation for problem behavior prior to juvenile or criminal justice system adjudication. The following paragraphs explain the scope of the definition and why it is deliberately broad in some respects.

Theory in prevention. The definition recognizes that consensus does not now exist among practitioners and scientists on the ***causes*** of problem behavior and its avoidance. Some contemporary prevention programs are directed at outcomes with doubtful causal links to problem behavior. Although causal conjectures based on self-esteem, labeling, or idle hands theories (among others) are not in our judgment in accordance with sound theory (that is correspondence with evidence, coherence, and parsimony), many prevention programs are based at least in part on these ideas, and some theorists support these perspectives.

In recent years, discussion of prevention has often adopted a "risk factor" vocabulary that avoids direct assertions about the causal status of correlates of problem behavior. We speak of "presumed precursors" or "presumed risk or protective factors" to emphasize that a prevention programmer who has adopted an approach directed at an outcome believed to be a precursor of problem behavior or its control has implicitly adopted a causal theory. In other words, the interventionist has adopted a theory which may be correct or incorrect. All theories are included by our definition, regardless of their merit in our judgment.

It is a traditional goal of science to sort the useful theories from those that are of little value. An important long-range research task for the field is to determine the relative effectiveness of well implemented programs based on alternative causal theories. This should ultimately lead to the rejection of some causal conjectures and support for the validity of others.

School level. Prevention programs involving preschool children, post-secondary populations, and workforce training are excluded from the present definition of school-based programs. Similarly, community-based programs that have a school or education related component are excluded from the scope of this definition.

Prevention versus treatment or remediation. Treatment programs that aim to ameliorate or remedy problem behavior (including but not limited to conduct disorder, attention deficit and hyperactivity disorder, smoking, drinking, fighting or aggression, stealing, lying, assault, sexual misconduct, and fraud) are included in the definition—despite traditional use of the word prevention. In other words, all forms of individual behavioral treatment interventions, punishment, suspension or expulsion, detention or segregation for supervision, corporal punishment, therapy, vocational or educational rehabilitation programs, "no-pass no-play" policies, alternative schools for non-adjudicated delinquent youths, and special education programs that remove youths from regular instruction for remediation or treatment are included in our definition of prevention. Post adjudication correctional treatment or rehabilitation are excluded.

Despite traditional usage, this definition of prevention includes interventions regarded by at least some practitioners as prevention even when there is no claim of or aspiration for long-term effects on problem behavior. Put another way, this definition of prevention is very broad; it is not limited to theories that preventive intervention alters a causal process in a manner that reduces problem behavior in future time periods. Programs that seek to reduce problem behavior during or shortly after intervention are included in the definition.

The virtues of casting a broad net. Why does the definition include interventions that may be regarded as treatment rather than prevention by some traditional definitions and include activity based on unlikely causal rationales? Among the reasons are the need to describe the full range of activity, plan for the evaluation of contemporary educational and preventive practices regardless of their theoretical or practical origins, and capture information about programs based on notions of long-term prevention as well as short-term management of problem behavior.

Description of the range of current practice requires gathering information on the entire range of prevention programs, not just the more defensible subset. For example, to exclude interventions that appear based on an idle-hands theory of problem behavior could exclude the widespread recreational programs found in schools; to exclude interventions based on self-esteem could exclude entire state initiatives to prevent problem behavior and a large percentage of federally funded drug prevention programs. Such programs must be catalogued and counted to achieve some sense of their cost, and they must be studied to gain understanding of their efficacy.

Interventions that might be classified as tertiary prevention, treatment, or remediation are included (whether they are intended to have immediate or lasting influence) because they can be regarded as preventing or reducing the probability of juvenile or criminal justice system involvement. They are preventive by a broad definition and from the perspective of the justice system.

Principles of Classification

In developing the taxonomy presented here we attempted to follow a small set of principles of classification, spelled out below:

- Provide a category to describe each important aspect of any problem behavior prevention program.
- Provide a set of descriptors each of which falls in one and only one category.
- Utilize rules for classification that are clear or can be described.
- Provide a method for efficiently communicating about program characteristics.
- Distinguish key aspects of programs or objectives from each other by classifying them separately.
- Corresponds to evidence or information about existing activities.

Classification of School-Based Intervention Components or Activities

0 Information

This involves the giving or "handing off" of information about problem behavior, drugs, mental and physical health, and services or resources available. This includes information directed to students, parents, educators, or community members.

0.1 Alcohol, tobacco or other drugs

0.2 Violence

0.3 Risky sexual behavior

0.4 Accidents

0.5 Other health or mental health

0.8 Other specified information

0.9 Not specified information

1 Prevention Curriculum, Instruction, or Training

These interventions provide instruction to students to teach them factual information, increase their awareness of social influences to engage in misbehavior, expand their repertoires for recognizing and appropriately responding to risky or potentially harmful situations, increase their appreciation for diversity in society, improve their moral character, etc. These programs sometimes involve a classroom format, and teacher lectures, demonstrations, and class discussion, but they may also be delivered in small groups or to individuals. Use may be made of audiovisual materials, worksheets or workbooks, textbooks, handouts, and the like. Instruction may be very brief (less than an hour) or extended (requiring multiple years).

1.1 General health or safety instruction

1.2 Cultural or historical instruction

1.3 Alcohol, tobacco, or other drug instruction

1.4 Sex education

1.5 Instruction in violence prevention, victimization avoidance, and coping with victimization and loss experiences

1.5.1 domestic partner

1.5.2 child abuse or elder abuse (including sexual abuse)

1.5.3 sexual harassment, abuse or assault (including date rape, partner violence, or gay and lesbian relationship violence)

1.5.4 hate crimes and bias awareness

1.5.5 gang violence

1.5.6 property-crime related violence

1.5.7 coping with victimization or loss

1.5.8 other violence or victimization instruction not specified above

1.5.9 not specified violence or victimization instruction

1.6 Ethics, religious, moral, or character instruction (including instruction in "right and wrong," personal responsibility, "male" responsibility)

1.7 Civics instruction (e.g., instruction about democracy and its system of laws as in law-related education)

1.8 Job skills instruction/career education or work experience; career exploration or development

1.9 Academic study skills or test-taking instruction

1.10 Self-esteem instruction

1.11 Social competency instruction

1.11.1 Social influence instruction (e.g., recognizing and resisting social influences to engage in misbehavior; recognizing and resisting risky situations, refusal or resistance skills training; assertiveness training)

1.11.2 Social problem solving skills instruction (e.g., identifying problem situations, generating alternative solutions, evaluating consequences, decision making)

1.11.3 Self-management instruction (e.g., personal goal-setting, self-monitoring, self-reinforcement, self-punishment)

1.11.4 Attribution instruction (e.g., attributing the cause of events or circumstances to ones own behavior -- as in teaching students that poor grades are due to insufficient effort on the part of the student rather than the task being too difficult)

1.11.5 Communication skills instruction (e.g., interpreting and processing social cues, understanding non-verbal communication, negotiating)

1.11.6 Emotional control instruction (e.g., anger management, stress control)

1.11.7 Emotional perspective taking instruction (e.g., anticipating the perspectives or reactions of others)

1.10.8 Social competency instruction not specified above

1.10.9 Not specified social competency instruction

1.12 Instruction in manners or etiquette

1.13 Instruction in politics of race/ethnicity, class and society

1.18 Instruction not specified above

1.19 Not specified instruction

2 Use of cognitive-behavioral or behavioral modeling methods of training or instruction.

Cognitive-behavioral and behavioral modeling methods or training involve conveying vocabulary, modeling or demonstrating, and providing rehearsal and coaching in the display of skills. For example, subjects are taught to recognize the physiological cues experienced in risky situations. They rehearse this skill and practice stopping rather than acting impulsively in such situations. Similarly, clients are taught and rehearsed in such skills as suggesting alternative activities when friends propose engaging in a risky activity. And they are taught to use prompts or cues to remember to engage in behavior. Only interventions making systematic use of these methods are included in this category. This category includes interventions using, for example, repeated exposure to the modeled behavior with rehearsal and feedback or extended use of cues to elicit behavior over long periods or in a variety of settings. These methods *always* involve feedback on performance or reinforcement.

3 Behavioral or behavior modification interventions not specified above.

These interventions involve tracking of specific behaviors over time, behavioral goals, and uses feedback or positive or negative reinforcement to change behavior. Behavior is responded to with rewards or punishments when the behavior occurs. Other uses of rewards and punishments (e.g., suspension, detention) are included in classroom management (category 8) and school discipline practices (category 11).

3.1 Individual behavioral or behavior modification programs (e.g., programs in which the behavior of an individual is monitored and reinforced. Token systems in which individuals earn tokens for meeting specified goals and are included here).

3.1.1 Individual education plans (e.g., rewards or punishments are contingent on meeting educational goals)

3.1.2 Individual behavioral plans (e.g., rewards or punishments are contingent on meeting behavioral goals)

3.1.3 Home-based reinforcement programs

3.1.8 Other individual behavior modification interventions

3.1.9 Not specified behavior modification interventions

3.2 Group-based or classroom behavioral or behavior modification programs (e.g., programs in which the behavior of a group is monitored and reinforced, e.g., the Good Behavior Game.)

3.3 Token economy systems in which all members of a group participate in a system of earning tokens, points, or scrip for specified behavior

3.8 Behavior modification interventions not specified above

3.9 Not specified behavior modification interventions

4 Counseling/social work/psychological/therapeutic interventions not specified above

4.1 Individual counseling, social work, psychological, or therapeutic interventions

4.1.1 Counseling (interaction between a counselor and a student in which the content of the interaction is structured by an identifiable approach)

4.1.2 ATOD treatment

4.1.3 Case management (location and coordination of resources to assist the individual or family, or follow-up resolution of problems or access to services or resources)

4.1.4 Crisis intervention or telephone hotline (brief intervention, consultation, or advice and referral to other services)

4.1.5 Victim counseling

4.1.8 Other individual counseling, social work, psychological, or therapeutic interventions not specified above

4.1.9 Not specified individual counseling, social work, psychological or therapeutic interventions

4.2 Group counseling, social work, psychological, or therapeutic interventions

4.2.1 Group counseling (Interaction between a counselor and a group of students in which the content of the interaction is structured by an identifiable approach)

4.2.2 Group ATOD treatment

4.2.3 Peer group counseling (Interaction among members of a peer group in which the content of the interaction is structured by an identifiable approach)

4.2.4 Group victim counseling

4.2.8 Other group counseling, social work, psychological, or therapeutic interventions not specified above

4.2.9 Not specified group counseling, social work, psychological or therapeutic interventions

5 Individual attention interventions not specified above

5.1 Tutoring or other individualized assistance with academic tasks (adult, older student, or peer)

5.2 Mentoring other than tutoring (one-on-one interaction with an older, more experienced person to provide advice or assistance other than with academic tasks, for example the informal "counseling" by SROs)

5.3 Coaching not specified above (demonstration, prompting, reinforcement, and direction by a person with greater skill, knowledge, or experience in an area other than academic tasks)

5.4 Job apprenticeship or placement not specified above

5.5 Promise of eventual monetary or other incentive for maintaining good performance (e.g., promise of college tuition in exchange for good grades) made to an individual

5.8 Other individual attention interventions not specified above

5.9 Not specified individual attention

6 Recreational, enrichment and leisure activities not specified above

Access to enrichment or leisure activities that is contingent on behavior will usually be classified in a behavior modification category above or in the school discipline category below.

6.1 Recreation or sports (e.g., basketball, structured or unstructured play)

6.2 Educational or cultural enrichment activities or alternatives (field trips, clubs) -- except multicultural or inter-group activities or instructional activities

6.3 Wilderness or challenge activities

6.4 Arts and crafts

6.5 Performing arts (clown acts, musical performances, plays and skits, puppetry, etc.)

6.6 Family activities (outings, movies, picnics, etc.)

6.8 Enrichment and leisure activities not specified above

6.9 Not specified enrichment and leisure activities

7 Referral to other agencies or for other services not specified above

7.1 Referral to or request for services from social services agency

7.2 Referral to or request for services from juvenile services agency

7.8 Referral to or request for services not specified above

7.9 Not specified referral or request for services

8 Interventions that change instructional or classroom management methods or practices not specified above.

These interventions are applied to entire classes. They include adoption, expansion, training, supervision, or technical assistance to promote the instructional practice.

8.1 Instructional strategies

8.1.1 Cooperative learning (e.g., Student Team Learning; Johnson & Johnson)

8.1.2 "Active" or "experiential" teaching techniques (e.g., field trips, entrepreneurial experiences)

8.1.3 Use of peer teachers/leaders

8.1.4 Use of adult instructors of a given race or sex as instructors

8.1.5 Use of assignments involving interviewing others

8.1.6 Mastery learning

8.1.7 Individualized instruction

8.1.8 Computerized instruction

8.1.9 Programmed instruction

8.1.10 Lectures

8.1.11 Class discussions

8.1.12 Individual seat work (e.g., worksheets, workbooks, assignments)

8.1.13 Behavioral modeling (including use of peer models or videotapes to demonstrate a new skill)

8.1.14 Role-playing

8.1.15 Rehearsal and practice of new skill

8.1.16 Use of cues to remind individual to display a behavior

8.1.8 Instructional strategies not specified above

8.1.9 Not specified instructional strategies

8.2 Classroom organization and management strategies (other than the use of specific classroom-based behavior management strategies included in section 3 above. Included here are activities to establish and enforce classroom rules, uses of rewards and punishments, management of time to reduce "down-time," other arrangements to reduce the likelihood of disorderly behavior.)

8.2.1 Establishing and enforcing rules

8.2.2 Use of rewards or punishments

8.2.3 Management of time

8.3 Adoption or increase in use of grouping students by ability, achievement, or effort within the classroom

8.4 Elimination or reduction of use of grouping students by ability, achievement, or effort within the classroom

8.5 Use of external personnel resources

8.5.1 Parent volunteers

8.5.2 Professional consultants or intervention with teachers (e.g., psychologists, social workers)

8.5.3 Community members (e.g., guest lecturers)

8.5.4 Classroom aides

8.5.5 Use of authority figures such as police officers or probation officers

8.5.6 Use of older students from another school, college, or university

8.5.8 Use of external personnel resources not specified above

8.5.9 Not specified use of external personnel resources

8.8 Other change in instructional practice or arrangement not specified above

8.9 Not specified change in instructional practice or arrangement

9 Interventions that change or maintain a *distinctive culture or climate* for inhabitants' interpersonal exchanges; communicate norms or expectations for behavior; alter or promote organizational symbols, tokens, and emphasis on desired behavior (e.g., campaigns against bullying or to change expectations or emphases for faculty, administrators, or students; increase the signaling and general environmental responsiveness to desired behavior; creating a "peace" culture or a "military" environment); or secure commitment to norms— except intergroup interventions (see category 10)

9.1 School-wide climate or culture activities

9.1.1 Structured or regimented style school climate or culture

9.1.1.1 Demanding physical regimen or exercise

9.1.1.2 Student work assignments or details (e.g., janitorial, gardening, painting, etc.)

9.1.1.3 High level of structure for activities (i.e., restricted free time, tightly scheduled activity)

9.1.1.4 Military style arrangements

9.1.2 Climate or culture emphasizing peaceful and civil interpersonal exchange school-wide

9.1.2.1 School-wide use of symbols or linguistic cues to signal desired behavior

9.1.2.2 School-wide elevating or extolling models of desired behavior to be emulated

9.1.2.3 Environment-wide social rewards or recognition for conduct congruent with cultural expectations

9.1.2.4 Establishment of cultural events (e.g., luncheons, ceremonies, behavioral settings for the display and public recognition of culturally valued expression)

9.1.3 Other school climate or culture activities

9.1.3.1 School-wide projects or campaigns (e.g., school-pride campaigns)

9.1.3.2 School beautification or maintenance activities

9.2 Communication of expectations

9.2.1 Written, video, or audio communications such as bulletins, newsletters, posters, manuals, pamphlets, videotapes, cassettes, public service announcements

9.2.2 Training for staff or students in recognizing and responding to problem behavior or situations

9.2.3 Assemblies or special events (including puppet shows, concerts, plays, skits, conferences, presentations, fairs, etc.)

9.2.4 Communicating messages by distribution or display of tokens, mugs, tee-shirts, ribbons, writing on walls or sidewalks, etc.

9.3 Social influence and attitude change techniques to obtain commitment to norms

9.3.1 Peer group discussions

9.3.2 Public recognition of a commitment or agreement to adhere to norms (e.g., conveying a title, ring, certificate and the like)

9.3.3 Public commitments (e.g., ceremonies during which students declare their intention to remain drug-free, daily recitation of a pledge or commitment)

9.3.4 Using survey data to show students, teachers, or parents the actual level of behavior or attitudes among students, sometimes called "norm amplification"

9.3.5 Group mobilization such as special issue oriented clubs (e.g., anti-violence, against drugs)

9.4 Promise of eventual monetary or other incentives (e.g., college tuition) if made to all members of the environment

9.8 Intervention to change norms or expectations not specified above

9.9 Not specified intervention to change norms or expectations

10 Intergroup relations and interaction between the school and community or groups within the school

10.1 Activity to promote interaction among members of diverse groups and to celebrate diversity

10.1.1 Activities involving disparate individuals in common activity (e.g., multi-cultural clubs)

10.1.2 Activities in which members of diverse groups tell about perspectives or traditions; activities to raise awareness of multi-cultural issues

10.2 Activity to promote relations between the school and the community

10.2.1 Activities to publicize information about the schools; inform parents or community members about school events, problems or activities; or project an image for the school

10.2.2 Procedures to increase communication and cooperation between school staff and parents

10.2.3 School member participation in community activities (e.g., community service activities, service learning)

10.2.4 Requesting or obtaining resources from the community; fund raising

10.2.5 Activity to assemble, marshal, or coordinate community members or resources

10.2.6 Occasional interaction with an outsider -- e.g., parent, business, or police volunteer who visits the school

10.2.7 Liaison work with a segment of the community

10.2.8 Interaction with community not specified above

10.2.9 Not specified interaction with community

10.3 Activity to improve relations or resolve or reduce conflict among members of different groups

10.3.1 Clubs, teams, committees, or groups organized to address human relations issues (e.g., committees to deal with harassment or discrimination)

10.3.2 Activities in which members of different groups confront problems and attempt to resolve differences (may involve ongoing problems or immediate crisis)

10.3.3 Procedures to increase communication and cooperation between administrators and faculty (e.g., team building, retreats, conflict mediation)

10.3.4 A person who investigates complaints or concerns, reports findings, or arranges fair settlements between parties or students and the school (e.g., ombudsperson)

10.4 Interagency cooperation (e.g., cooperation between a juvenile and family court and the school, anti-gang task force; interagency sharing of information)

10.8 Interaction interventions not specified above

10.9 Not specified interaction activities

11 Rules, policies, regulations, or laws about behavior or discipline or enforcement of such

These interventions apply to the entire school. Classroom-level discipline-related activities are included in section 8 above.

11.1 School rules or discipline code

11.1.1 Drugs

11.1.2 Weapons

11.1.3 Uniforms

11.1.4 Dress code (including no gang symbols, colors, or clothing)

11.1.5 Prohibition of clothing, bags, or accessories capable of concealing drugs, weapons or contraband (e.g., opaque backpacks, baggy clothing)

11.1.6 Rules about mobility (e.g., closed campus)

11.1.7 Time for arrival at school

11.1.8 Visitor sign-in or registration

11.1.9 Visitor sign-out

11.1.10 Rules about hall wandering or class cutting

11.1.18 Rules and codes not specified above

11.1.19 Rules and codes not specified

11.2 Mechanisms for the enforcement of school rules

11.2.1 Communication of rules and consequences (e.g., handbooks, posters)

11.2.2 Identifying infractions (e.g., referral systems)

11.2.3 Interpretation of rules to apply punishments/rewards

11.2.4 In-school hearing or due-process formalities

11.2.5 Mechanisms for monitoring, tracking, recording student conduct

11.2.6 Investigation of student's history, performance, situation or circumstances to assist in formulating a response

11.2.8 Mechanisms for enforcement of school rules not specified above

11.2.9 Mechanisms for enforcement of school rules not specified

11.3 Exclusionary responses to student conduct

11.3.1 Expulsion (the exclusion of students from membership for periods of time over 30 days)

11.3.2 Suspension (the exclusion of students from membership for periods of 30 days or less)

11.3.3 Brief exclusion of students from attendance in regular classes (e.g., in-school suspension or "cooling off room")

11.3.4 Brief exclusion not officially designated suspension (e.g., sending students home without permission to return without a parent)

11.3.8 Exclusionary response not specified above

11.3.9 Not specified exclusionary response

11.4 Formalization of youth roles in regulation and response to student conduct

11.4.1 Involvement of youths in resolving disputes (e.g., peer mediation or student conflict resolution interventions, except adjudicatory)

11.4.2 Student court

11.4.3 Student participation in creation of rules

11.4.4 Deputizing students to watch for and respond to misbehavior or to good citizenship (e.g., peace patrols)

11.4.8 Youth regulation or response to student conduct not specified above

11.4.9 Not specified youth role in response to student conduct

11.5 Notification of parents about student conduct or attendance

11.6 Parent conference at the school about student conduct or attendance

11.7 Legal action to enforce rules or regulations (e.g., truancy)

11.8 Other change in rules or regulations, not specified above

11.9 Not specified change in rules or regulations

12 Interventions that involve a school planning structure or process — or the management of change

Included are structured or facilitated planning interventions as well as interventions to coordinate or manage change in the school.

12.1 Use of methods or processes for planning or program development

12.1.1 School planning teams or groups

12.1.2 Use of a planning or program development structure (e.g., needs assessment, analysis of obstacles, selecting what to do, making action plans)

12.1.3 Use of information feedback in formal planning for school improvement

12.2 Inclusion of a broad range of individuals or perspectives in planning

12.2.1 Inclusion of persons from outside the school in school decision making or supervision of students (e.g., Comer process, state or district requirements to involve parents or community members in developing plans)

12.2.2 Arrangements to involve students in school decision making (other than as specified under section 11; e.g., student group or club identifies problems/issues to discuss with the school administration)

12.3 School consultation (professional advice on school practices or to solve school problems other than consultation at the classroom level; may involve persons from multiple outside agencies or groups)

12.8 Intervention to change school management structure or processes not specified above

12.9 Not specified intervention to change school management structure or processes

13 Reorganization of grades, classes, or school schedules

13.1 Changes to school schedule (e.g., implementation or elimination of block scheduling, scheduling more periods in the day, changes in the lengths of instructional periods, evening school, shortened lunch period)

13.2 Adoption of schools-within-schools or similar arrangements

13.3 Tracking into classes by ability, achievement, effort, or conduct (including special classes for disruptive students)

13.4 Formation of grade level "houses" or "teams"

13.5 Decreasing class size

13.6 Segregation by ethnicity, sex, or both

13.7 Alteration of grade to grade promotion criteria or practices

13.8 Other reorganization of instruction not specified above

13.9 Not specified reorganization of instruction

14 Security and surveillance interventions within school boundary – except school uniforms

14.1 Identification badges or cards (including photo IDs)

14.2 Locating security personnel in the school

14.3 Locating police personnel in the school

14.4 Visitor's procedures (e.g., passes, sign-in, or procedures for parents to visit teachers)

14.5 Locking exterior doors, no alarms and panic bars

14.6 Locking exterior doors with use of alarms and panic bars

14.7 Closed circuit cameras (hallways, lockers, entrances)

14.8 Physical surveillance of entrances, halls, classrooms, grounds, etc., and vigilance for problem behavior

14.9 Hotline or confidential channel for the reporting of crimes, problem behavior, or impending problem

14.10 Timely intervention to forestall a likely unsafe episode (e.g., calling a parent to keep a child at home; separating potential participants in a conflict, establishing a presence with them, and discouraging escalation of violence; may involve physical or social restraint)

14.11 Telephones or intercoms in classrooms

14.12 Urine, hair, breath, or saliva testing

14.13 Removing restroom or locker doors

14.18 Other surveillance or security method, not specified above

14.19 Not specified surveillance or security method

15 Interventions that exclude weapons or contraband, except rules disallowing weapons or contraband

15.1 Metal detectors

15.2 Locker searches

15.3 Drug, gun, and bomb sniffing dogs

15.8 Other intervention to exclude weapons or contraband not specified above

15.9 Not specified method of excluding weapons or contraband

16 Interventions to alter school composition

16.1 Selective admissions practices (income, SES, religion, achievement or ability, conduct)

16.2 Use of special instructional program or similar method of attracting students (e.g., magnet school)

16.3 Student recruitment efforts

16.4 Assignment of students displaying behavior problems to a different school (e.g., alternative school, restrictive special education assignments)

16.5 Assignment of students with academic or learning problems to a different school (e.g. special education or alternative school)

16.6 Assignment of students to this school by a court or juvenile services agency

16.8 Other practices to alter school composition not specified above

16.9 Not specified practices to alter school composition

17 Family interventions (other than home-based reinforcement)

17.1 School-based family supervision or behavior management interventions

17.1.1 Instruction or training

17.1.2 Programmatic family therapy or counseling (including functional family therapy, cognitive or behavioral therapy)

17.1.3 Brief problem interventions with families (e.g., to discover and solve problems in parent supervision, up to but not including legal action or referral to social service agencies)

17.2 Home-based family supervision or behavior management interventions

17.2.1 Instructional material sent to the home (e.g., newsletters)

17.2.2 Training or instruction

17.2.3 Programmatic family therapy or counseling (including functional family therapy, cognitive or behavioral therapy)

17.2.4 Brief problem interventions with families (e.g., to discover and solve problems in parent supervision, up to but not including legal action or referral to social service agencies)

17.2.5 Home inspections

17.2.6 To gain cooperation in managing school-related youth behavior

17.2.7 Family case management

17.2.8 Social work intervention to improve home supervision

17.2.18 Other specified home visits

17.2.19 Not specified home visits

17.3 Parent meetings or groups in which parents/guardians network and share ideas on improving academics, attitudes or behavior; or provide each other with resources or support

17.4 Drug treatment for family members

17.8 Other family intervention not specified above

17.9 Not specified family intervention

18 Training or staff development intervention not specifically directed at an intervention specified above

18.1 General training on drug topics

18.2 General training on violence or victimization topics (including sexual harassment and gangs)

18.3 General training on health topics

18.4 General training on safety

18.5 General training on cultural or historical topics

18.6 General training on diversity topics (including multi-cultural sensitivity)

18.7 General training on listening skills or other personal development topics

18.8 Other general training not specified above

18.9 Not specified general training

19 Removing obstacles or providing incentives for attendance

Arrangements for students with special problems that require accommodation such as having been suspended, having a dependent child, being employed, or having health or other problems.

19.1 Breakfast programs

19.2 Health (e.g., vision, hearing, inoculations, general medical assistance, assistive devices, prosthetics)

19.3 Child care

19.4 Afternoon, evening, or weekend school

19.8 Activity to remove obstacles or provide incentives not specified above

19.9 Not specified activity to remove obstacles or provide incentives

20 Architectural features of the school

20.1 Gates, fences, walls, barricades

20.2 Activity space or facilities

20.3 Food service facilities

20.4 Closed sections of building or grounds (closed, blocked, bricked, or boarded off areas)

20.5 Physical arrangements for regulating traffic flow within the building

20.8 Architectural features not specified above

20.9 Not specified architectural features

21 Treatment or prevention interventions for administration, faculty, or staff — or employee assistance programs

21.1 Alcohol, tobacco, or other drug prevention or treatment

21.2 Anger or poor self-control prevention or treatment

21.3 Other mental health prevention or treatment

21.4 Other health prevention or treatment

21.8 Treatment or prevention intervention for administration, faculty, or staff not specified above

21.9 Not specified prevention or treatment intervention for administration, faculty or staff

88 Other intervention not specified above

99 Not specified intervention

Classification of Potential Outcomes Sought by Problem Behavior Prevention Programs

1 Individual characteristics

1.1 Behavior or conduct

1.1.1 Problem behavior

1.1.1.1 Theft, fraud, violence, aggression
1.1.1.2 Alcohol, tobacco, or other drug use
1.1.1.3 High risk sexual behavior
1.1.1.4 School dropout
1.1.1.5 Rebellious behavior, defiance of authority, disrespect for others
1.1.1.6 Truancy or school tardiness
1.1.1.7 Association with delinquent, drug-using peers
1.1.1.8 Runaway
1.1.1.18 Problem or risky behavior not specified above
1.1.1.19 Not specified problem behavior

1.1.2 Other behavior

1.1.2.1 Academic performance

1.1.2.1.1 Grade promotion
1.1.2.1.2 School grades
1.1.2.1.3 Academic achievement test scores
1.1.2.1.4 Schoolwork or homework completion
1.1.2.1.8 Other school academic performance not specified above

1.1.2.1.9 Not specified academic performance

1.1.2.2 Educational attainment (including years completed, GED, high school graduation, post-secendary education; except dropout by persons required by law to attend school)

1.1.2.3 Employment

1.1.2.8 Other behavior not specified above

1.1.2.9 Not specified behavior

1.2 Knowledge

1.2.1 Laws, rules, proscriptions

1.2.2 Harmful effects of alcohol, tobacco, or other drugs

1.2.3 Harmful effects of risky sexual practices

1.2.4 Practices increasing risk of personal harm

1.2.5 General health and safety

1.2.6 History, culture, tradition, ancestors, or role models

1.2.7 Ethics, etiquette, manners

1.2.8 Religious teachings

1.2.9 Other knowledge not specified above

1.2.10 Not specified knowledge

1.3 Skill or competency (A skill or competency is the demonstrable capability to perform in a specific manner or to display behavior matching some criterion. A person who acquires a skill or competency *can* display the behavior. Acquisition of a skill or competency does not imply that the behavior *is* regularly displayed.)

1.3.1 Social competencies or skills

1.3.1.1 Self-management skills (e.g., personal goal-setting, self-monitoring, self-reinforcement, self-punishment, cognitive self-management)

1.3.1.2 Social competency skills (e.g., decision making, problem solving, refusal or resistance, leadership, or communication skills)

1.3.1.3 Emotional recognition and self-control skills (e.g., anger recognition and management, skills in coping with stress)

1.3.1.4 Social information processing skills (e.g., social cues processing, generating appropriate responses)

1.3.1.5 Empathy or emotional perspective taking skills (e.g., anticipating the perspectives or reactions of others)

1.3.1.8 Other social skill or competency not specified above

1.3.1.9 Not specified social competency or skill

1.3.2 Cognitive ability or aptitude not classified elsewhere

1.3.3 Other skills

1.3.3.1 Learning skills other than social skills or competencies (e.g., reference book use, library use)

1.3.3.2 Vocational skills or competencies other than social skills or competencies (e.g., job knowledge, skill in completing application blank, using a bus schedule)

1.3.3.8 Other skills or competencies not specified above

1.3.3.9 Not specified skills or competencies

1.4 Personality disposition, attitude, belief, or intention (A disposition implies a tendency to behave or respond in a particular way.)

1.4.1 Psychological health or adjustment

1.4.1.1 Self-esteem

1.4.1.2 Symptoms of emotional disorders, psychoticism, hostility

1.4.1.3 Anxiety

1.4.1.4 Alienation

1.4.1.5 Self-efficacy expectations or locus of control

1.4.1.6 Identity (including ethnic identity)

1.4.1.8 Other facet of adjustment not specified above

1.4.1.9 Not specified facet of psychological health or adjustment versus neuroticism

1.4.2 Extraversion

1.4.2.1 Leadership

1.4.2.2 Assertiveness

1.4.2.8 Other facet of extraversion not specified above

1.4.2.9 Not specified facet of extraversion

1.4.3 Openness

1.4.3.1 Intellectual curiosity or interest

1.4.3.2 Openness to experience

1.4.3.3 Empathy

1.4.3.4 Tolerance

1.4.3.8 Other facet of openness or intellect not specified above

1.4.3.9 Not specified facet of openness or intellect

1.4.4 Agreeableness or likability

1.4.5 Conscientiousness, self-control, or impulsiveness

1.4.5.1 Disposition to self-control, impulsiveness, or recklessness

1.4.5.2 Conscientiousness, belief in conventional rules or moral character, dutifulness

1.4.5.3 Religiosity or religious beliefs

1.4.5.4 Intentions to engage in or abstain from ATOD use, delinquent behavior, crime

1.4.5.5 Commitment to education

1.4.5.6 Caring about/attachment to school
1.4.5.7 Facet of conscientiousness, self-control, or impulsiveness not specified above
1.4.5.8 Not specified facet of conscientiousness, self-control, or impulsiveness

1.4.8 Other disposition, attitude, belief or intention not specified above
1.4.9 Not specified disposition, attitude, belief or intention

2 School and Classroom Characteristics

2.1 Rules, norms, expectations for behavior (signaling)

2.1.1 Presence of rules
2.1.2 Clarity of stated rules
2.1.3 Fairness of stated rules
2.1.4 Norms or expectations for behavior by students
2.1.5 Norms or expectations for behavior by teachers or administrators
2.1.8 Other feature of rules, norms or expectations not specified above
2.1.9 Not specified feature of rules, norms, or expectations for behavior

2.2 Responsiveness to behavior (sanctioning)

2.2.1 Availability or responsiveness of punishments such as after school detention, in-school suspension, withdrawal of privileges in the classroom, etc.
2.2.2 Availability or responsiveness of rewards such as opportunity for participation in extracurricular activity, rewards for classroom conduct, etc.
2.2.3 Consistency of rule enforcement
2.2.4 Fairness of rule enforcement
2.2.8 Other aspects of school or classroom responsiveness to behavior not specified above
2.2.9 Not specified aspects of school or classroom responsiveness

2.3 Opportunity to engage in problem behavior in and around school

2.3.1 Availability of weapons in and around the school
2.3.2 Availability of alcohol, tobacco or other drugs in and around the school
2.3.3 Accessibility of school to intruders
2.3.4 Level of surveillance
2.3.5 Amount of unstructured time (transition time, time off task)
2.3.6 Access of older students to younger students, boys to girls
2.3.8 Other aspect of opportunities for problem behavior not specified above
2.3.9 Not specified opportunities for problem behavior in school

2.4 Organizational capacity for self-management not included in above

2.4.1 Morale
2.4.2 Administrative leadership
2.4.3 Faculty participation in planning/problem solving
2.4.4 Parent or community participation in planning/problem solving
2.4.5 Student participation in planning/problem solving
2.4.8 Other aspect of organizational capacity not specified above
2.4.8 Not specified aspect of organizational capacity

2.8 Other school or classroom characteristic not specified above

2.9 Not specified school or classroom characteristic

3 Family Guardianship

3.1 Parental supervision

3.2 Family or parental behavior management practices

3.8 Other aspect of parent/guardian/or family guardianship not specified above

3.9 Not specified aspect of parent/guardian/or family guardianship

4 Intended or Unintended Population Characteristics

4.1 Segregation by race

4.2 Segregation by sex

4.3 Segregation by age

4.4 Segregation or exclusion of individuals displaying problem behavior

4.8 Other population characteristic not specified above

4.9 Not specified population characteristic

E. Measures

This appendix provides information about the item content of measures. It provides the item content for the scales specially constructed for the present research, and it also presents item content or sample items from published scales. The listing immediately following usually refers the reader to a table in this appendix. In some cases (where a single item is used to provide a measure) the listing refers the reader to a specific item in a questionnaire. In other cases, the listing refers the reader to the location in the text where the measure is described.

Category and Specific Measure	Table
Organizational capacity	
Morale, teachers	E1
Organizational focus, teachers	E2
School amenability to program implementation, principal phase 2	E3
School amenability to program implementation, activity coordinators	E4
Teacher-administration obstacles to program development, principal phase 1	E5
School capacity for program development, principal phase 1	E6
Open problem identification, principal phase 1	E7
Teacher-principal communication, principal phase 1	E8
Teacher turnover, principal phase 1	E9
School enrollment, principal phase 1	E9
Leadership, personality style, and record of accomplishment	
Administrator leadership, teachers	E10
Principal's leadership emphasis, principal phase 2	E11
Supervision and feedback	E11
Consideration	E11
Presence and visibility	E11
Planning	E11
Total leadership behavior (includes all items in previous four scales)	E11

Category and Specific Measure	Table
Non-delegation, principal phase 1 activity detail booklet – See p. 6.3	
Broad span of control, principal phase 1 activity detail booklet – See p. 6.3	
Accomplishment record, principal phase 2 and activity coordinators	E12
Conscientiousness, principal phase 2 and activity coordinators	E13
Budget and support	
Source of resources for developing and applying school rules and discipline, principal phase 2 – See questionnaire items 139 to 143	
Assured funding for discretionary activities, activity coordinators	E14
Budget control over discretionary activities, activity coordinators	E14
Safe and Drug-Free School and Community Act funds for any prevention activity, principal phase 2	E14
Organizational support	
Training in classroom management or instruction, teachers – See questionnaire item 7	
Training in behavior management, teachers – See questionnaire item 8	
Quantity and quality of training in school discipline, principal phase 2	E15
Amount of training in activity or program, activity coordinators	E16
Quality of training in activity or program, activity coordinators	E16
Supervision or monitoring, activity coordinators	E17
Monitoring of implementation of discipline policies, principal phase 2 – See questionnaire item 137	
Principal's performance appraisal depends on discipline management, principal phase 2 – See questionnaire item 138	
Program structure	
Standardization, activity coordinators	E18
Integration with school operations	
Planning, teachers	E19

Category and Specific Measure	Table
Degree of local initiative in use of Safe and Drug Free School and Community funds, principal phase 2 – See questionnaire item 145	
Local responsibility for developing discipline practices, principal phase 2	E20
Variety of information sources used in selection of discipline practices, principal phase 2	E21
Local responsibility (school insiders) for program initiation, activity coordinators	E22
School district responsibility for program initiation, activity coordinators	E22
Variety of information sources used to select program or activity, activity coordinators	E23
Amount of provider's job related to program or activity – See item 37 in the prevention, curriculum, instruction, or training activity questionnaire	
Activity is part of regular school program – See item 38 in the prevention, curriculum, instruction, or training activity questionnaire	
Provider is full-time – See item 32 in the prevention, curriculum, instruction, or training activity questionnaire	
Paid workers deliver program or activity – See item 33 in the prevention, curriculum, instruction, or training activity questionnaire	
Local initiative versus Safe-and-Drug-Free-Schools-and-Communities coordinator initiative, principal phase 2 – See questionnaire item 145	
Program or activity feasibility	
Obstacles to program implementation, activity coordinators	E24
Timing of activity, activity coordinators – See item 30 in the prevention, curriculum, instruction, or training activity questionnaire	
Level of disorder or problem behavior in the school	
School safety, teachers	E25
School safety, students	E26
Classroom orderliness, teachers	E27
Victimization, teachers	E28
Victimization, students	E29

Category and Specific Measure	Table
Selectivity, principal phase 1	E30
Magnet for problem students, principal phase 1	E31
School crime, principal phase 2	E32
Gang problems, principal phase 2	E33
Last-year variety drug use, students	E34
Delinquent behavior, students	E35
Community characteristics	
Concentrated poverty and disorganization, 1990 census	E36
Urbanicity, 1990 census	E36
Immigration and crowding, 1990 census	E36
Discretionary prevention activity quality	
Amount of training, activity coordinators – See item 43 in the prevention, curriculum, instruction, or training activity questionnaire	
Best practices with respect to content, activity coordinators	
Prevention curriculum, instruction or training	E37
Behavioral programming or behavior modification	E38
Classroom organization and management	E39
Improvements to instructional practices or methods	E40
Best practices with respect to methods, activity coordinators	
Prevention curriculum, instruction or training	E41
Behavioral programming or behavior modification	E42
Counseling, social work, psychological or therapeutic activity, n.e.c.	E43
Individual attention such as mentoring or coaching, n.e.c.	E44
Tutoring, n.e.c.	E45
Classroom organization and management	E46
Improvements to instructional practices or methods	E41

Category and Specific Measure	Table
Security and surveillance	E47
Level of use, activity coordinators	E48
Frequency of operation, activity coordinators	E49
Duration, activity coordinators – See item 29 in the prevention, curriculum, instruction, or training activity questionnaire	
Frequency of student participation, activity coordinators – See item 28 in the prevention, curriculum, instruction, or training activity questionnaire	
Number of lessons/sessions, activity coordinators – See item 27 in the prevention, curriculum, instruction, or training activity questionnaire	
Intensity, activity coordinators	E50
Frequency of staff participation, activity coordinators	E51
Ratio of providers to students in the school, activity coordinators – See page 4-7	4.2
Proportion of students exposed or participating, activity coordinators – See page 4-7	4.2
School-wide discipline	
Communication and documentation, principal phase 2	E52
Range of appropriate responses to misconduct, principal phase 2	E53
Range of responses to desirable conduct, principal phase 2	E54
Disciplinarian consistency, principal phase 2	E55
Predictable disciplinary decision making, principal phase 2	E56
Objectives	
Variety of activity objectives, activity coordinators	E57

Table E1

Item Content of Teacher Morale Scale

Students here don't really care about the school. (-)

Our problems in this school are so big that it is unrealistic to expect teachers to make much of a dent in them. (-)

I feel my ideas are listened to and used in this school. (+)

I want to continue working with the kind of students I have now. (+)

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false *about the faculty*.

- Apathetic (-)
- Cohesive (+)
- Enthusiastic (+)
- Frustrated (-)
- Satisfied (+)
- Tense (-)
- Unappreciated (-)

Note. Response of above items were "true" or "false." Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E2
Item Content of Teacher Organizational Focus Scale

This school clearly signals to faculty and staff what performance is expected of them. (+)

Rules and operating procedures are clear and explicit in this school. (+)

It is difficult to determine what is expected of a person in this school. (-)

The goals of this school are clear. (+)

Everyone understands what behavior will be rewarded in this school. (+)

Some persons in positions of power or authority in this school have conflicting expectations for others. (-)

Everyone here is working towards the same ends. (+)

In this school, people who accomplish the same thing are rewarded in the same way. (+)

People are often confused about what objective they should go for in this school. (-)

In this school people know what to do and when to do it. (+)

People know how to achieve rewards here. (+)

People have often said that it is difficult to decide what aims to work towards in this school. (-)

This school simultaneously pursues many conflicting goals. (-)

My school has a clear focus. (+)

My school is torn up by leaders with different agendas. (-)

Rules and procedures are often ignored in this school. (-)

Notes. Respondents were presented with a list of statements to show how well each described their school. Possible responses were "false," "mostly false," "mostly true," and "true." Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Organizational Focus Questionnaire* copyright © 1996 by Gary D. Gottfredson and John L. Holland. Not to be further reproduced without written permission of the authors.

Table E3

Item Content of School Amenability to Program Implementation Scale for Principals (Phase 2)

Special programs and projects are worth the effort here. (+)

Faculty are open to identifying and trying to solve problems. (+)

Teachers help in making changes when they are needed. (+)

We take the time to plan for changes before we put them in place. (+)

Teachers openly discuss problems. (+)

Teams of faculty members work together to accomplish something of importance. (+)

Faculty are attuned to pressure from the community about education in this school. (+)

Faculty are aware of school district demands. (+)

Teachers in this school resist changes. (-)

Note. Principals were presented with a list of statements to describe their general experience in the school in working with teachers to put educational and other programs in place. Possible responses were "often," "sometimes," and "rarely." Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E4

Item Content of School Amenability to Program Implementation Scale for Activity Coordinators

Special programs and projects are worth the effort here. (+)

Faculty are open to identifying and trying to solve problems. (+)

Teachers help in making changes when they are needed. (+)

We take the time to plan for changes before we put them in place. (+)

Teachers openly discuss problems. (+)

Teams of faculty members work together to accomplish something of importance. (+)

Faculty are attuned to pressure from the community about education in this school. (+)

Faculty are aware of school district demands. (+)

Teachers in this school resist changes imposed from outside the school. (-)

Teachers in this school resist change. (-)

The school obtains many resources from the community. (+)

Note. Respondents were asked about their experiences in developing programs to implement in their school. Responses for the items were "often," "sometimes," and "rarely." Score is the mean of the items. Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E5

Item Content of Teacher-Administration Obstacles to Implementation Scale

Many teachers will identify obstacles rather than cooperate (+)

We have a list of problems, but there is disagreement on the most important ones to address (+)

Getting cooperation from teachers is like pulling teeth (+)

Every teacher can be counted on to help (-)

Faculty or administrators avoid attempts to solve difficult problems (+)

Something thwarts the plan at the outset (+)

Something interferes with the success of the activity (+)

Teachers avoid letting the principal know about problems they are having (+)

Teachers in this school resist changes imposed from outside the school (+)

Faculty or administrators identify obstacles to desired programs and develop strategies to cope with them (-)

Teachers share information with the principal only when required (+)

Teams of faculty members work together to accomplish something of importance (-)

Note. Principals were asked about their experience related to the above items. Possible responses to the first four items were "yes," or "no." Possible responses to the rest of the items were "often," "sometimes," and "seldom." Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E6

Item Content of School Capacity for Program Development Scale

This school obtains many resources from the community. (+)

There is little the school can do about the problems it inherits from the community. (-)

Much of the problem behavior displayed by students who get into trouble is due to causes beyond the school's control (poverty, family, discrimination). (-)

How much involvement in school affairs do parents have in your school? (very much = +)

Think about special programs that have been initiated in your school in past years. How would you describe these programs on the whole? (usually successes = +)

Is it easy or difficult to recruit new staff (or replace existing staff) with first-rate teachers? (easy = +)

Note. Principals were asked about their experience related to the above items. Possible responses to the first three items were "often," "sometimes," and "seldom." Possible responses to the next item were "none," "a little," "some," "fairly much," and "very much." Possible responses to the next item were "usually failures — a waste of time or worse," "unproductive — usually did not amount to much," "mixed — sometimes helpful and sometimes not," "helpful — usually benefitted the school or our students," and "usually successes — have produced important benefits." Possible responses to the last item were "it is easy to fill openings with first rate teachers," "our openings are usually filled by really good teachers," "it is sometimes difficult to find a really good teacher for an opening," "it is usually difficult to obtain good teachers to fill openings," and "openings are often filled by poor teachers." Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E7

Item Content of Open Problem Identification Scale

The school has not listed problems to address (-)

Faculty, administrators and staff have agreed on one or two problems to address (+)

We have publicly announced one or two top problems to address as a school (+)

Note. Principals were asked about directing their efforts at a few matters of priority. Possible responses were "yes," or "no." Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E8

Item Content of Faculty-Administration Communication Scale

Teachers report their successful experiences directly to the principal

Teachers report problems they are experiencing directly to the principal

Note. Principals were asked how often the above statements described the communication between the principal and teachers in the school. Possible responses were "often," "sometimes," and "seldom." Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E9

How Teacher Turnover and School Enrollment Were Measured

Turnover

Principals reported the number of full time teachers in the current (f_1) and previous (f_0) year. Separately they reported the number of teachers new to the school this year (n_1). Turnover was calculated as follows:

$$\text{for } f_1 - f_0 > 0,\ t = 100[n_1 - (f_1 - f_0)]/f_0; \qquad (1)$$

$$\text{for } f_1 - f_0 \leq 0,\ t = 100n_1/(f_0 + (f_1 - f_0)). \qquad (2)$$

Small negative values were trimmed to 0 for a few cases. t was made missing for the nine schools with $t = 100$, assuming errors in reporting. This made no substantive difference in the correlations reported.

Enrollment

Principals were asked, "How many students are currently enrolled in your school?" Their open-ended numerical responses were compared with other information about enrollment from the Common Core of Data and data provided by Market Data Retrieval. When substantial discrepancies occurred, schools were contacted by telephone for clarification.

Table E10

Item Content of Teacher Administrator Leadership Scale

The school's administration makes it easy to get supplies, equipment, or arrangements needed for instruction. (+)

In your opinion, how well do teachers and administrators get along at your school? (+)

Administrators and teachers collaborate toward making the school run effectively. (+)

There is little administrator-teacher tension in this school. (+)

Our principal is a good representative of our school before the superintendent and the board. (+)

The principal is aware of and lets staff members and students know when they have done something particularly well. (+)

Teachers or students can arrange to deviate from the prescribed program of the school. (+)

Teachers feel free to communicate with the principal. (+)

The administration is supportive of teachers. (+)

It is hard to change established procedures here. (+)

The principal of our school is informal. (+)

The principal of our school is open to staff input. (+)

Note. Response for the first item was "strongly agree," "agree somewhat," "disagree somewhat," and "strongly disagree." Response for the next item was "not well," "fairly well," "very well," and "does not apply." Responses for the rest of the items were "true" or "false." Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E11

Item Content of Principal Leadership Behavior Scale

Supervision and feedback
Discuss quality of work performance with staff members
Review teacher performance with individual teachers in a formal evaluation
Mention observed strengths and weaknesses in performance to teachers at the time of observation
Communicate performance expectations
Consideration
Check with teachers before making changes that may affect them
Praise teachers or recognize effective staff performance
Being patient with and helpful to faculty
Offer support or sympathy when a staff member experiences a difficulty
Presence and visibility
Tour the school to establish my presence
Observe teacher's instruction and classroom management practices
Use reason or passion to generate staff commitment to tasks
Plan staff meetings
Planning
Formally assess the needs or problems of the school
Evaluate the effectiveness of existing school practices
Discuss alternative plans for school improvement with staff, district personnel, or community members
Review progress on improvement plans with individual staff members
Set school improvement goals, taking into account such things as time, resources, obstacles, and cost
Other
Assign responsibilities to teachers
Establish policies or standard operating procedures to cover most day-to-day decisions

Note. Principals were asked to rate their leadership emphasis in their work to lead the school. Possible responses for their emphasis on each work activity were "top," "high," "some," and "little." The total leadership behavior scale is composed of all items. Copyright©1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission from Gottfredson Associates.

Table E12

Item Content of Accomplishment Record

Principal scale
Conducted a formal training workshop for other principals
Been elected an officer in a local, state, or national educational organization
Presented an address on an educational, social, or scientific topic before a community group other than at your school (e.g., service club, church, or business group)
Published a paper in an educational journal or magazine or authored a book that was commercially published
Received an award or honor for your performance as a principal from a school system for which you worked
Served as a paid consultant on educational problems outside your own school system
Been appointed by a local or state school superintendent to serve on a committee or task force involving educators from diverse locations
Activity coordinator scale
Conducted a formal training workshop for other educators
Prepared a detailed budget proposal for a project
Presented an address before a community group other than at your school (e.g., service club, church, or business group)
Written a program manual
Received an award or honor for your performance as an educator
Been appointed by a principal or other administrator to serve on a committee or task force involving educators from more than one school
Used revenue and expenditure reports to manage the budget for a project
Supervised the work of another educator
Raised money for a program
Developed an instructional method or plan adopted by other educators
Organized a group of three or more people to develop a plan for a program
Observed someone else at work and provided advice on how their work could be improved

Note. Respondents were asked to describe their background and experiences. Responses for the items were "yes," or "no." Copyright ©1997, 2000 Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E13

Illustrative Items for the Conscientiousness Scale

Careful (+)
Careless (-)
Negligent (-)
Organized (+)

Note. Respondents were presented with a list of twenty adjectives to describe themselves and their leadership style. Possible responses were "yes, I am very much like this," "yes, I am like this," "no, I am not like this," and "no, I am not at all like this." Scoring direction is indicated in parentheses at the end of each line. Adapted from the unipolar markers for conscientiousness developed by Goldberg (1992).

Table E14

Questions Pertaining to Discretionary Prevention Activities' Degree of Assurance for Funding and of Budget Control, and About Safe and Drug-Free School and Community Act Funds for School Prevention Activity

Assured funding

Activity coordinators were asked: "To what extent is necessary funding for the program assured for the next school year?" Respondents marked one answer to indicate whether "no funding is required" or whether funding was "certain," "probable," "doubtful," or "will not be funded." Certain funding and no funding required were coded as "assured" funding.

Budget control

Activity coordinators responded to the following:

Which of the following best describes the budget control for these activities? *(Mark one.)*

☐ The person responsible for the activity in this school has direct control (signature authority) over this budget.
☐ Someone in this school other than the person who organizes or is responsible for the activity has direct control (signature authority) over this budget.
☐ Someone outside the school controls the funds for this activity.
☐ This activity has no funds to control.

A score of 1 (last option) to 4 (first option) was employed.

Safe and Drug Free School and Community Act funding for any prevention activities

Principals responded to the following:

Do safe and Drug-Free School and Community Act funds support any of the prevention activities in your school? (*Mark one.*)

☐ Yes
☐ No
☐ Don't know

Table E15

Item Content of Quality and Quantity of Training in Discipline Scale

---

How much initial in-service training in school discipline procedures was completed by administrators, staff, or faculty who manage discipline in this school? (Do not include training in classroom management or behavior management other than school-wide discipline policies and procedures.)

The presentation was clear and organized.

Principles to be followed were presented.

Principles were illustrated with examples.

Participants practiced applying the principles.

Participants received feedback on their performance in applying the principles.

Participants' questions and concerns about possible obstacles in applying the principles were addressed.

How much formal follow-up training on school discipline was completed by the average individual who manages discipline?

Note. Principals were asked about the training in school discipline completed by administrators, faculty or staff who manage discipline in the school. For the first item above, possible responses were "none," "short demonstration or orientation only," "one-half day," "one full day," "2 or 3 days," and "4 days or more." For the next six items, possible responses were "yes" or "no." For the last item, possible responses were "none," "one occasion," "two occasions," and "three or more occasions." Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E16
Item Content of Amount of Training and Quality of Training Scales

Amount of training
How much initial in-service training was completed by the average individual applying these methods?[a]
How much formal follow-up training was completed by the average individual who applies _________?[b]
Is on-going coaching, facilitation, or support provided for those who conduct _________?[c]
Quality of training
If there was in-service training, which of the following describe the training?
The presentation was clear and organized.
Principles to be followed were presented.
Principles were illustrated with examples.
Participants practiced applying the principles.
Participants received feedback on their performance in applying the principles.
Participants' questions and concerns about possible obstacles in applying the principles were addressed.

Note. For amount of training, items are standardized and averaged to create scale. For quality of training, responses for the items were "yes," or "no." Score is the number of "yes" responses. For program category "Youth Participation in School Discipline," two versions of the scale are computed. The first pertains to the training of the students operating the program. The second pertains to the training of the adults who supervise these students. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

[a] Possible responses were "none," "short demonstration or orientation only," "one-half day," "one full day," "2 or 3 days," and "4 days or more."

[b] Possible responses were "none," "one occasion," "two occasions," and "three or more occasions."

[c] Possible responses were "yes" or "no."

Table E17

Item Content of Activity Coordinator Supervision or Monitoring Scale

Does a supervisor ***directly*** observe [this program or practice] as it takes place?

Is [the person responsible for conducting the program] required to keep records documenting the activity?

Does the personnel appraisal for the [person responsible for the program] depend on performance in this activity?

Note. Possible responses for the first question were "No direct observation," "About once a year," "More than once a year, but less than once a month," and "Once a month or more." Responses for the second question were "No," "Sometimes," "Usually," and "Always." Possible responses for the last question were "No," "Probably not," "Yes, a supervisor may take this aspect of the work into consideration," and "Yes, a supervisor's assessment explicitly considers the performance of this aspect of the work." Score is the average of the three responses. For program category "Youth Participation in School Discipline," two versions of the scale are computed. The first pertains to the supervision of the students operating the program. The second pertains to the adults who supervise these students. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E18

Item Content of Standardization

Is there an instructor's manual?

Are videos, films, or other audio-visual aids used in this program?

Are the specific activities to be carried out or methods to be used described in written form?

Do instructors have lists of the materials to be used during lessons?

Are reproducible materials, handouts, overheads, or other audio-visual aids provided to the teachers?

Note. Possible responses for the first question were "No," "There is a manual, but not in the school," "Yes, there is a copy of the manual in the school," "Yes, each person conducting the instruction or training has a manual," "Yes, instructors follow the manual closely in delivering instruction or training," "Yes, there is a mechanism to ensure that instructors follow the manual in delivering instruction or training." Possible responses for the second question were "No," "Yes, optional," and "Yes, required." Possible responses for questions three and four were "No," "Sometimes," "Usually," and "Always." Possible responses for the last question were "None required," "No," "Sometimes," "Usually," and "Always." Score is the mean of the standardized items. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E19

Item Content of Teacher Planning Scale

How often do you work on a planning committee with other teachers or administrators from your school? (+)

The principal encourages experimentation in teaching. (+)

Teacher evaluation is used in improving teacher performance. (+)

Are the following statements mostly true or mostly false *about the principal* of your school?

Plans effectively (+)

Progressive (+)

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false *about the faculty*.

Conservative (-)

Innovative (+)

Open to Change (+)

Traditional (-)

Note. Response for the first item was "several times a month," "about once a month," and "less than once a month." Responses for the rest of the items were "true" or "false." Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E20

Item Content of Local Development of Discipline Practices Scale

How much responsibility did the following have in developing your school's discipline practices?

Administrators in this school

Teachers

Other school staff

Students

Parents

Note. Possible responses were "Top," "High," "Some," and "Little."

Table E21

Item Content of Variety of Information Sources Used in the Selection of Discipline Practices

Did the following sources of information influence the selection of discipline practices in your school?

Another principal or other principals

Conferences in school district

Conferences outside school district

Marketing information (e.g., brochures)

Outcome evaluation data

Research publications

School needs assessment data

Note. Possible responses were "yes," or "no."

Table E22

Item Content of Responsibility for Program Initiation Scales

Local responsibility
Classroom teachers
Clerical or secretarial staff
Custodial staff
Food service staff
Family liaison workers
Librarians
Maintenance or repair workers
Paraprofessionals
Parents
Principal
School-based planning team
Security personnel
Students
Vice Principal

School district responsibility
District-level coordinators or supervisors
Safe and Drug-Free Schools and Community Coordinator
School board
Superintendent

Note. Respondents were asked how much responsibility each of the above persons or groups had in getting the program started in their school. Responses for the items were "very much," "much," "not much," and "none." Score is the mean of the items.

Table E23

Item Content of Variety of Information Sources Used to Select Program Scale

People with jobs similar to mine
Professional conferences or meetings inside my school district
Professional conferences or meetings outside my school district
Marketing brochures, videos or other information
Formal outcome evaluation data from a previous demonstration of the program or practice
Publications summarizing research on what works to prevent problem behavior or to increase school safety
Formal needs assessment (e.g. collection or compilation of data to identify areas for improvement) done specifically for your school

Note. Respondents were asked which of the above sources of information were used to select the program or practice for their school. Responses for the items were "yes" or "no." Score is the number of items marked "yes."

Table E24

Item Content of Obstacles to Program Implementation Scale

Special equipment
Special supplies
Unusual transportation
Parent or community volunteers
Releasing school staff from their regular job duties
Staff to provide voluntary service beyond their job description
The provision of child care services
Additional personnel not usually available to the school
Additional space, or the use of school space at an unusual time
Unusual levels of communication and coordination
Cash to purchase goods or services
Other *(please specify)*

Note. Respondents were asked if the program required any of the above. Responses for the items were "yes" or "no." Score is the number of the items marked "yes." Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E25

Item Content of Teacher School Safety Scale

At your school *during school hours*, how safe from vandalism, personal attacks, and theft is each of the following places?

Your classroom while teaching

Empty classrooms

Hallways and stairs

The cafeteria

The restrooms used by the students

Locker room or gym

Parking lot

Elsewhere outside on school grounds

Note. Respondents were presented with a list of possible areas where they may or may not feel safe. Response of items were "very unsafe," "fairly unsafe," "average," "fairly safe," "very safe," and "does not apply." Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E26

Item Content of Student School Safety Scale

How often do you feel safe while in your school building? (+)

How often are you afraid that someone will hurt or bother you at school? (-)

How often are you afraid someone will hurt you on the way to or from school? (-)

Do you usually stay away from any of the following places because someone might hurt or bother you there?

- The shortest way to the school or bus (-)
- Any entrances into the school (-)
- Any hallways or stairs in the school (-)
- Parts of the school cafeteria (-)
- Any school restrooms (-)
- Other places inside school building (-)
- Other places on the school grounds (-)

This year in school have you . . .

- Had to fight to protect yourself? (-)
- Seen a teacher threatened by a student? (-)
- Seen a teacher hit or attacked by a student? (-)

Note. Responses to the first three items were "almost always," "sometimes," and "almost never." Responses for the rest of the items were "yes," or "no." Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E27

Item Content of Teacher Classroom Orderliness Scale

Students pay attention in class. (+)
Students take things that do not belong to them. (-)
Students do what I ask them to do. (+)
Students destroy or damage property. (-)
Students talk at inappropriate times. (-)
Students make disruptive noises (like yelling, animal noises, tapping, etc.). (-)
Students try to physically hurt other people (by tripping, hitting, throwing objects, etc.). (-)
Students tease other students. (-)
Students make threats to others or curse at others. (-)
Students are distracted by the misbehavior of other students. (-)
The classroom activity comes to a stop because of discipline problems. (-)
I spend more time disciplining than I do teaching. (-)
How much of your time in the classroom is directed to coping with disruptive student behavior? (-)
How much does the behavior of some students in your classroom (talking, fighting, etc.) keep you from teaching? (-)

Note. Responses for the first 12 items were "almost always," "often," "sometimes," "seldom," and "never." Response for the next item was "none of my time," "some time each day," "about half of my time," and "most of my time." Response for the last item was "a great deal," "a fair amount," "not very much," and "not at all." Scoring direction is indicated in parentheses at the end of each line. Adapted from a research edition of the *Effective School Battery* copyright ©1990, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E28

Item Content of Teacher Victimization Scale

This year in school have any of the following happened to you *personally in this school*?

Damage to personal property worth more than $10.00

Theft of personal property worth less than $10.00

Theft of personal property worth more than $10.00

Was physically attacked and had to see a doctor

Was physically attacked but not seriously enough to see a doctor

Received obscene remarks or gestures from a student

Was threatened in remarks by a student

Had a weapon pulled on me

Note. Responses were "true" or "false." Adapted with permission from the Personal Security Scale of the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E29

Item Content of Student Victimization Scale

This year in school, did anyone steal something worth less than $1 from your desk, locker, or other place at school?

This year in school, did anyone steal something worth $1 or more from your desk, locker, or other place at school?

At school this year, did anyone physically attack and hurt you?

At school this year, did anyone force you to hand over money or things worth less than $1?

At school this year, did anyone take money or things worth $1 or more directly from you by force, weapons, or threats?

At school this year, did anyone threaten you with a beating?

At school this year, did anyone threaten you with a knife?

Note. Responses were "yes," or "no." Adapted with permission from the Personal Security Scale of the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E30
Item Content of Selectivity Scale

Admission fees or tuition

Scholarships or tuition waivers

Selective admissions practices (e.g., high test scores, good conduct, high grade average, or other entry requirements)

Student recruitment programs

Preference for students of a particular religion, faith, culture, ethnicity, or political inclination

Note. Principals were asked if their school used any of these activities or arrangements that influence who attends their school. Possible responses were "yes," or "no."

Table E31
Item Content of Magnet for Problem Students Scale

Assignment of students with behavior or adjustment problems to this school

Assignment of students with academic or learning problems to this school

Assignment of students under court or juvenile services supervision to this school

Note. Principals were asked if their school used any of the above activities or arrangements that influence who attends their school. Possible responses were "yes," or "no."

Table E32

Item Content of School Crime Scale

Physical attack or fight with a weapon
Physical attack or fight without a weapon
Robbery — the taking of things directly from a person by force
Theft/larceny — the taking of things without personal confrontation
Vandalism — damage or destruction of school property

Note. Principals were asked how many incidents involving each type of the above crimes or offenses occurred at their school during the 1997-98 school year. Respondents reported the number of incidents in which police or other law enforcement representatives were contacted. Scale was scored as the sum of standardized log-transformed number of incidents of each type.

Table E33

Item Content of Gang-Problem Scale

Are gangs a problem in the school?
Are gangs a problem in the community?

Note. Principals were told that a "gang" is a somewhat organized group, sometimes having turf concerns, symbols, special dress or colors. A gang has a special interest in violence for status-providing purposes and is recognized as a gang by its members and by others. Possible responses were "yes" or "no."

Table E34

Item Content of Student Last Year Variety Drug Use Scale

In the last 12 months, have you . . .

- Sold marijuana or other drugs?
- Smoked cigarettes?
- Used smokeless tobacco?
- Drunk beer, wine, or "hard" liquor?
- Gone to school when you were drunk or high on some drugs?
- Sniffed glue, paint, or other spray?

Other than for medical reasons, in the last 12 months have you . . .

- Smoked marijuana (weed, grass, pot, hash, ganja)?
- Taken hallucinogens (LSD, mescaline, PCP, peyote, acid)?
- Taken sedatives (barbiturates, downers, quaaludes, reds)?
- Taken amphetamines (uppers, speed, whites)?
- Taken tranquilizers (Valium, Librium)?
- Taken heroine (horse, smack)?
- Taken cocaine (coke)?
- Used crack?
- Used other narcotics (codeine, Demerol, dilaudid)?
- Taken steroids?

Note. Responses were "yes" or "no." Adapted with permission from *What About You* (Form DC) copyright ©1994, 2000 Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission from Gottfredson Associates, Inc.

Table E35

Item Content of Student Delinquent Behavior Scale

In the last 12 months have you . . .

Purposely damaged or destroyed property belonging to a school?

Purposely damaged or destroyed other property that did not belong to you, not counting family or school property?

Stolen or tried to steal something worth more than $50?

Carried a hidden weapon other than a pocket knife?

Been involved in gang fights?

Hit or threatened to hit a teacher or other adult at school?

Hit or threatened to hit other students?

Taken a car for a ride (or drive) without the owner's permission?

Used force or strong-arm methods to get money or things from a person?

Stolen or tried to steal things worth less than $50?

Stolen or tried to steal something at school, such as someone's coat from a classroom, locker, or cafeteria, or a book from the library?

Broken into or tried to break into a building or car to steal something or just to look around?

Belonged to a gang that has a name and engages in fighting, stealing, or selling drugs?

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Table E36

Marker Variables for Three Community Characteristics Indicators Based on 1990 Census Data for School Zip Code Areas

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Concentrated Poverty and Disorganization

Average household public assistance income.

Ratio of households with children which are female-headed to households with children which have husband and wife present.

Proportion of households below median income.

Ratio of persons below 1.24 times the poverty income level to persons above that level.

Ratio of divorced or separated persons to married persons with spouse present.

Male unemployment rate.

Female unemployment rate.

Proportion of housing units not owner-occupied.

Urbanicity

Proportion of population living in an urbanized area.

Population size.

Proportion of persons aged 25 years and over college educated.

Immigration and Crowding

Ratio of households with five or more persons to other households.

Proportion of households not English speaking.

Table E37

Items Included in Best Practices Scale: Content —Prevention Curriculum, Instruction or Training

---

Which of the following topics is covered by this instruction or training?

- Social influence (e.g., recognizing and resisting social influences to engage in misbehavior; recognizing and resisting risky situations, refusal or resistance skills training; assertiveness training)
- Social problem solving skills (e.g., identifying problem situations, generating alternative solutions, evaluating consequences, decision making)
- Self-management (e.g., personal goal-setting, self-monitoring, self-reinforcement, self-punishment)
- Attribution (e.g., attributing the cause of events or circumstances to ones own behavior -- as in teaching students that poor grades are due to insufficient effort on the part of the student rather than the task being too difficult)
- Communication skills (e.g., interpreting and processing social cues, understanding non-verbal communication, negotiating)
- Emotional control (e.g., anger management, stress control)
- Emotional perspective taking (e.g., anticipating the perspectives or reactions of others)

Please indicate the ***main*** instructional strategies used in this program.

- Behavioral modeling (including use of peer models or videotapes to demonstrate a new skill)
- Role-playing
- Rehearsal and practice of new skill
- Use of cues to remind individual to display a behavior

Note. Responses for the items were "yes," or "no." Score is the proportion of these activities selected. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E38

Items Included in Best Practices Scale: Content — Behavioral Programming or Behavior Modification

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Which of the following describe this activity?

Individual behavioral or behavior modification programs (e.g., programs in which the behavior of an individual is monitored and reinforced)

Token economy systems in which individuals earn tokens for meeting specified goals

Individual education plans in which rewards or punishments in school are contingent on meeting individual *educational* goals

Individual behavioral plans in which rewards or punishments in school are contingent on meeting individual *behavioral* goals

Home-based backup reinforcement for individual behavior in school

Group or classroom behavior modification programs in which the behavior of a group is monitored and reinforced

Token economy systems in which all members of a group or classroom participate in a system of earning tokens, points, or scrip for the behavior of the group as a whole

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Note. Responses for the items were "yes," or "no." Score is the proportion of these activities selected. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E39

Items Included in Best Practices Scale: Content —Classroom Organization and Management Practices

---

Which of the following classroom management methods are the main elements of this program?

Management of time (e.g., reducing "down time")

Changing physical arrangement of the classroom for greater efficiency, better surveillance, or to make materials more easily accessible

Establishing procedures for student transitions and mobility

Establishing procedures for routine classroom instruction and student work

Establishing classroom rules and consequences for rule violation

Changing procedures for student evaluation, feedback, or accountability

Use of rewards and punishments

Changes in the groupings of students by ability, achievement, or effort *within the classroom*

Note. Responses for the items were "yes," or "no." Score is the proportion of these activities selected. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E40

Items Included in Best Practices Scale: Content —Improvements to Instructional Practices or Methods

---

Which of the following instructional strategies are the main elements of this program?

Formal cooperative learning (e.g., Student Team Learning, Johnson and Johnson)

Mastery learning

Individualized instruction

Computerized instruction

Behavioral modeling (including use of peer models or videotapes to demonstrate a new skill)

Role-playing

Rehearsal and practice of new skill

Use of cues to remind individual to display a behavior

Note. Responses for the items were "yes," or "no." Score is the proportion of these activities selected. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E41

Item Content of Best Practices Scale: Methods — Prevention Curriculum, Instruction or Training and Improvements to Instructional Practices or Methods

1. Does the instructor assess student mastery and re-teach material that has not been mastered?

   Keyed response = Yes, continual student assessment and corrective instruction is required, or Yes, the instructor is expected to assess student progress and alter instruction accordingly

Which of the following describe the application of rewards for student learning when this method is used?

2. ***Groups*** are rewarded for ***group accomplishments***

   Keyed response = Yes

3. ***Individuals*** are rewarded for their ***own achievement***

   Keyed response = Yes

4. ***No special rewards*** are applied for student achievement

   Keyed response = No

Please describe the distribution of recognition, rewards, evaluation criteria, or grades for students when this instructional method is used.

5. Rewards, recognition, or evaluation criteria are not a part of this program

   Keyed response = No

6. Students are frequently recognized for the effort they expend

   Keyed response = Yes

7. Students are frequently recognized for their improvement over prior levels

   Keyed response = Yes

8. Students are frequently recognized for successful competition against students with similar levels of past performance

   Keyed response = Yes

9. Teachers usually avoid calling attention to the level of individual student performance

   Keyed response = No

10. Does this instructional method involve any of the following strategies for increasing the amount of time in instruction?

    Keyed response = Any affirmative response

Note: Possible responses for the first question were "Yes, continual student assessment and corrective instruction is required," "Yes, the instructor is expected to assess student progress and alter instruction accordingly," "Instructors pretty much move through the curriculum according to schedule," and "Instructors are required to deliver instruction according to a schedule." Responses for questions two through nine were "yes," or "no." Possible responses for the last question were "No, the method does not increase instructional time," "Class periods are made longer," "More class periods in the day are devoted to instruction," "Better use is made of available classroom time," "The instructional day is extended (made longer)," and "Instruction occurs over the summer." Score is the proportion of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E42

Item Content of Best Practices Scale: Methods — Behavioral Programming or Behavior Modification

1. Are there different specific behavioral or educational goals for different individuals or groups?

   Keyed response = Yes, specific goals are set for each individual or group

2. How often do the behavioral or educational plans involved in this program include a method of monitoring or tracking the behavior over time?

   Keyed response = Always

3. How often is behavior monitored or tracked for a period of time before attempting to change it?

   Keyed response = Always

4. How often are specific behavioral goals a written part of each behavioral plan?

   Keyed response = Always

5. How often are the specific rewards or punishments to be applied in response to specific behaviors made a written part of each behavioral plan?

   Keyed response = Always

6. How often is behavior tracked and responded to by a behavior modifier in this program?

   Keyed response = Daily or more often than daily

7. What most often occurs when student behavior does not change when a behavior modification program is applied?

   Keyed response = Different reinforcers or a different schedule are sought

8. What usually occurs when the desired changes in student behavior ***do*** occur when a behavior modification program is applied?

   Keyed response = The program is adjusted so that a reward is given less frequently or is more difficult for the individual to earn

Note. Possible responses for the first item were "Yes, specific goals are set for each individual or group," "Yes, goals usually differ for different individuals or groups," "No, goals are usually the same for all individuals or groups," and "Goals are always the same for all individuals or groups." Possible responses for questions two through five were "Always," "Usually," "Rarely," and "Never." Possible responses for question six were "Monthly or less often," "Weekly," "Daily," and "More often than daily." Possible responses for question seven were "The program is discontinued," "A nonbehavioral approach is tried," "Different reinforcers or a different schedule are sought," and "The program is continued for a longer period of time." Possible responses for the last question were "The program is adjusted so that a reward is given less frequently or is more difficult for the individual to earn," "The program is discontinued," "A nonbehavioral approach is substituted," and "The program is continued with no change." Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E43

Item Content of Best Practices Scale: Methods —Counseling, Social Work, Psychological or Therapeutic Activity

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1. Are formal assessments made to understand or diagnose the individual person or his or her situation?

   Keyed response = Sometimes, usually, or always

2. Is a written diagnosis or problem statement prepared for each participant?

   Keyed response = Always

3. Are written treatment goals developed for each participating student?

   Keyed response = Always

4. Does the student agree to treatment plan contract?

   Keyed response = Usually or always

5. Is a contract to implement a treatment plan agreed to by the client?

   Keyed response = Always

6. Are there different specific treatment goals for different individual students?

   Keyed response = Yes, individual goals depend on individual needs as indicated by assessment

7. If referrals are made, are follow-up activities conducted by school-based personnel who made the referral?

   Keyed response = The service provider is contacted to verify that service was provided, or The service provider is contacted periodically to monitor the client's progress

8. How often do the counseling or social work plans involved in this program include a method of monitoring or tracking student behavior over time?

   Keyed response = Always

Note. This category excludes counseling or therapeutic activity that involves curriculum, instruction or training, or behavior modification or behavior programming. Possible responses for questions one through five were "No," "Sometimes," "Usually," and "Always." Possible responses to the sixth question were "Yes, individual goals depend on individual needs as indicated by assessment," "Yes, goals differ from student to student," "No, goals are generally the same for all students," and "All students are provided the same assistance." Possible responses to the seventh question were "Referrals are not made," "Contact is not usually made to follow-up on the referral," "The service provider is contacted to verify that service was provided," and "The service provider is contacted periodically to monitor the client's progress." Possible responses to the final question were "Always," "Usually," "Seldom," and "Never." Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E44

Item Content of Best Practices Scale: Methods — Mentoring or Coaching

1. Is formal attempt made to match the individual tutor or mentor with the individual youth based on interests or personality?

   Keyed response = Yes

2. Does this program involve the application of rewards or reinforcers based on student performance or behavior?

   Keyed response = Always

3. Is a written contract between the student and the mentor or tutor (or between the student and the program) signed by the student?

   Keyed response = Always

4. How often do the tutoring or mentoring plans involved in this program include a method of monitoring or tracking student behavior over time?

   Keyed response = Always

5. What do the tutors, mentors, or coaches usually do with the students? Do they help them with social or interpersonal situations or skills (such as manners, self-control, or grooming)?

   Keyed response = Yes

6. What do the tutors, mentors, or coaches usually do with the students? Do they engage in recreation (such as attend sporting events or movies) or eating (such as visits to restaurants)?

   Keyed response = Yes

7. What do the tutors, mentors, or coaches usually do with the students? Do they help with family situations or problems?

   Keyed response = Yes

8. What do the tutors, mentors, or coaches usually do with the students? Do they help them prepare for employment?

   Keyed response = Yes

Note. Excludes activities classified as instruction, behavioral programming, or counseling. Possible responses for the first question were "Yes" or "No." Possible responses for questions two and three were "No," "Sometimes," "Usually," and "Always." Possible responses for question four were "Always," "Usually," "Rarely," and "Never." Possible responses for questions five through eight were "Yes" or "No." Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E45

Item Content of Best Practices Scale: Methods — Tutoring (Not Elsewhere Classified)

1. Is formal assessment activity conducted to understand the individual youth or his or her situation?

   Keyed response = Always

2. Are written learning, social, or behavioral objectives developed for each participating student?

   Keyed response = Always

3. Does this program involve the application of rewards or reinforcers based on student performance or behavior?

   Keyed response = Always

4. Do tutors, mentors, or coaches ***actually receive*** materials or information from teachers or other school personnel to be used with students?

   Keyed response = Always

5. How often do the tutoring or mentoring plans involved in this program include a method of monitoring or tracking student behavior over time?

   Keyed response = Always

6. Does the ***intended*** way of operating the tutoring or mentoring activity require that the tutors, mentors, or coaches receive materials or information from teachers or other school personnel to be used with students?

   Keyed response = Yes

7. What do the tutors, mentors, or coaches usually do with the students?

   Keyed response = Help them with academic tasks

8. Are there different specific objectives or activities for different individual students?

   Keyed response = Yes, individual objectives depend on individual needs as indicated by assessment

9. Who decides on the specific activities in which students will be involved together with the tutor or mentor?

   Keyed response = Usually or almost always decided by the adult

Note. Possible responses for the first four questions were "No," "Sometimes," "Usually," and "Always." Possible responses for question five were "Always," "Usually," "Rarely," and "Never." Possible responses for questions six and seven were "Yes" or "No." Possible responses for question eight were "Yes, individual objectives depend on individual needs as indicated by assessment," "Yes, objectives and activities usually differ from student to student," "No, objectives and activities are generally the same for all students," and "No, objectives and activities are always the same for all students." Possible responses for the last question were "Almost always decided by the youth," "Usually decided by the youth," "Usually decided by youth and adult more or less equally," "Usually decided by the adult," and "Almost always decided by the adult." Score is the percentage of items answered in the keyed direction.

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Table E46

Item Content of Best Practices Scale: Methods — Classroom Organization and Management Practices

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Does your classroom management program focus on establishing procedures for any of the following routine classroom activities?

Beginning the class period (e.g., checking attendance, handling tardy students, what students begin to work on when they enter the class)

Leaving the room (e.g., to visit the locker or lavatory)

Use of materials or equipment (e.g., pencil sharpeners, reference books, microscopes)

What students must bring to class (e.g., pencils, paper)

Ending the class period (e.g., returning materials to storage, cleaning up work areas, announcements, the signal for dismissal)

Does your classroom management program focus on any of the following procedures for student ***seat work and teacher directed instruction***?

Expectations for student behavior during presentations

Expectations for the nature and amount of student participation

Procedures for student seat work (e.g., level of talking among students permitted, how students get help, out-of-seat procedures)

Does your classroom management program focus on any of the following procedures for ***student group work?***

Procedures for the use of materials and supplies by groups

The assignment of students to groups

Assignment of roles within groups

Setting goals for groups

Expectations for level of students' participation in their groups

Does your classroom management program require establishment of classroom rules?

Does this classroom management procedure require the teaching of the classroom rules during the first week of class?

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continued . . .

Table E46 (*continued . . .*)

Item Content of Best Practices Scale: Methods —Classroom Organization and Management Practices

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Does this classroom management procedure involve procedures for student evaluation, feedback, and accountability?

It clarifies (or requires teachers to clarify) criteria for evaluating student performance.

It provides a specific structure or schedule for the monitoring of student progress.

It requires teachers to give students feedback on their performance with a specified frequency or schedule.

It provides specific procedures for the communication of student assignments.

Does the program involve training or technical assistance to help teachers employ any of the following classroom or instructional procedures, skills, or activities to prevent student behavior?

Vigilance for potential student misconduct before it occurs and signaling this awareness to students.

Prompt identification and correction of student misbehavior

Keeping instruction moving rather than allowing infractions, diversions, or student management activity to interfere with instruction.

Engaging all students in the class even when only one student is performing (e.g., by signaling that reactions from other students will be sought).

Making efficient transitions among activities in the classroom.

Giving clear instructions to students.

Which of the following describes the application of rewards for student conduct when this method is used?

Groups are rewarded for ***group conduct***

Individuals are rewarded for their ***own behavior***

No special rewards are applied for student conduct (Keyed response = No)

Please describe how recognition, rewards, or punishments are used in this classroom management method.

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continued . . .

Table E46 (*continued . . .*)

Item Content of Best Practices Scale: Methods — Classroom Organization and Management Practices

---

Rewards, recognition, or punishments are not a part of this program (Keyed response = No)

Students are frequently recognized for their behavior so that students with superior conduct receive rewards and students who misbehave receive few rewards

Students are frequently recognized for the effort they expend

Students are frequently recognized for improving their conduct over prior levels

Students are frequently recognized for improving their behavior in competition against students with similar levels of past behavior

Does the classroom management procedure require the same response to all instances of inappropriate behavior for all students on all occasions, or is flexibility used in responding to misconduct?

The responses are tailored to the individual student (Keyed response = No)

Classroom rules are in effect only on certain days or on certain occasions (Keyed response = No)

The rules apply to all situations and are always applied

The program does not involve responses to student misconduct (Keyed response = No)

Does your classroom management program make use of any of the following techniques or procedures **in response to student misconduct?**

Nonverbal cues such as making eye contact

Quickly returning the class to on-task behavior

Moving closer to the student

Using group alerting, accountability, or higher participation formats to draw students back into a lesson

Redirecting off-task behavior

Providing needed instruction

Telling students to stop the undesired behavior

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continued . . .

Table E46 (*continued . . .*)

Item Content of Best Practices Scale: Methods — Classroom Organization and Management Practices

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Giving the student a choice between behaving appropriately or being punished

Using "I-messages"

Withholding privilege or desired activity

Isolating or removing students

Using fines or penalties

Assigning detention

Using individual contract with a student

Having a conference with the parent

Using a check or demerit system

Sending a student to the office

Using other school-based consequences

Does this classroom management program have requirements about the consequences for violations of classroom rules? (Keyed response = Consequences are specified in advance and posted in the classroom)

Note. Responses for the all of the items except for the last one were "yes" or "no." Except where indicated, the keyed response for these items is "yes." Possible responses for the last item were "No, the program does not involve consequences for rule violation," "Consequences are specified in advance and posted in the classroom," "The teacher decides upon consequences for specific violations when violations occur." Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E47

Item Content of Best Practices Scale: Methods —Security and Surveillance

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Parents visiting teachers

Reporting intruders to the office

Monitoring potential trouble spots (e.g., restrooms, cafeteria)

Monitoring during likely times of disturbances (e.g., dismissal, changing of classes)

Requirements that visitors carry passes

Visitor sign-in

Visitor sign-out

Note. Respondents were asked if their school had written rules or procedures for any of the above. Responses were "yes" or "no." Score is the percentage of these items answered yes. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E48

Level of Use Scale

Which of the following best describes the level of use of ________________ in the school? (*Mark one.*)

☐ At least one person in the school knows something about it
☐ At least one person in the school has obtained information about it
☐ One or more persons has been trained in it
☐ One or more persons is conducting ________________ from time to time
☐ One or more persons is conducting ________________ on a regular basis

---

Note. Blank lines indicate location where specific wording to identify the activity is inserted. This is a Likert-type scale with higher values assigned to levels of use listed lower among the response alternatives. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E49

Frequency of Program or Activity Operation Scale

What is the duration and extent of the use of [these classroom management methods] by [teachers] who are regular users? (*Mark one*)

☐ There are no regular users
☐ Used occasionally
☐ Used much of the time this school year
☐ Used almost every day all school year.

Please describe the nature of this program to [influence norms or expectations for behavior]? *(mark one)*

☐ It operates continuously throughout the school year
☐ It involves special events or communications occurring more than twice during the school year
☐ It occurs on special occasions once or twice a year

Note. Frequency of activity operation was represented by a single item in each of the eight activity coordinator questionnaires that sought to measure frequency of operation. The two questions displayed in the table show two items used in different questionnaires. Material in brackets is changed to reflect the type of activity for which the respondent is to report. Frequency of operation was recoded to form a 3-point scale as follows: For the "duration and extent" question, 1 = no regular users; 2 = used occasionally; 3 = used much of the time or almost every day all school year. For the "nature of this program" question, 1 = occurs on special occasions once or twice a year; 2 = involves special events or communications occurring more than twice during the school year; 3 = operates continuously throughout the school year. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E50

Item Content of Intensity Scale

How many lessons does the *average* student participant complete in a school year?

Considering only those students who participate in this activity, how often does the *typical* student participate in this activity?

How many school days elapse between the first lesson and the last lesson?

Note. For the first question, respondents were asked to write in the number of lessons. The natural logarithm of this number (plus one) was included in the scale. For the second question, possible responses were "More than once a day," "Daily," "More than once a week," "Weekly," "2 or 3 times a month," "Monthly," "Less than once a month," and "Once or twice during a school year." For the third question, possible responses were "All completed in one day," "All completed in about a week," "All completed in about a month," "All completed in less than a half school year," "All completed in a school year," and "Requires more than a school year to complete." The score is the average of these three items in standardized form. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E51

Frequency of Staff Participation

Considering all the ***school personnel*** targeted by this [activity or practice], how often is the *typical* school worker exposed to this activity? (*Mark one.*)

☐ School personnel are not targeted by the program
☐ More than once a day
☐ Daily
☐ More than once a week
☐ Weekly
☐ 2 or 3 times a month
☐ Monthly
☐ Less than once a month
☐ Once or twice per school year

Note. Wording of bracketed material is changed to match the activity category being described. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E52

Item Content of Best Practices Scale for Communication and Documentation

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To which of the following groups have printed copies of the school's discipline policy been distributed *this school year*?

Teachers

Parents

Students

Please indicate whether your school is *currently engaged* in each of the following:

Current effort to communicate rules or consequences (e.g., handbooks, posters)

Current use of printed discipline forms, a referral system, or other method for identifying and recording rule violations when they occur

Active maintenance of records or files of individual students' conduct — using forms, files, or computers

Current use of a specific method of achieving and documenting due process upon suspending a student from school

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Note. Response of items were "yes," or "no." Keyed response is "yes." Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E53

Item Content of Best Practices Scale for Range of Appropriate Responses to Student Misconduct

Brief exclusion of students from attendance in regular classes (e.g., in-school suspension, cooling-off room)

Probation (a trial period in which a student is given an opportunity to demonstrate improved behavior)

Restitution (requiring a student repay the school or a victim for damages or harm done)

Community service

Mandatory participation of ***student*** in a special program

Mandatory participation of ***parent*** in a special program

Peer mediation

Student court

After-school detention

Saturday detention

Work duties, chores, or tasks as punishment

Short-term (5 days or less) withdrawal of a privilege (e.g., riding the bus, playground access, participation in athletics, use of the library)

Sending student to school counselor

Written reprimand

Parent is called or notified by mail [when a student is tardy]

Student loses a privilege or points [when a student is tardy]

Detention – lunch period or after school [when a student is tardy]

Note. Respondents were presented with a list of possible responses to student misconduct that administrators might use. They were asked to indicate whether their school makes use of each response. Response alternatives were "not used," "used," and "used often;" keyed responses are the latter two alternatives. Items about tardiness had a yes/no response format; keyed response is "yes." Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E54

Item Content of Scale for Range of Responses to Desirable Student Conduct

Material rewards (e.g., food, toys, supplies, etc.)
Redeemable token reinforcers (e.g., coupons, tokens, or paper "money")
Formal recognition or praise (e.g., certificates, awards, postcard to the home, non-redeemable tokens)
Informal recognition or praise (e.g., happy faces, oral praise, hugs)
Activity reinforcers (e.g., access to games, free time, library, playground)
Job or privilege reinforcers (e.g., allowing student to erase the chalkboard, help the teacher, decorate the class)
Social rewards (e.g., lunch with a teacher, parties, trips with faculty)

Note. Respondents were presented with a list of possible responses to *desirable student behavior* that administrators might use. They were asked to indicate whether their school makes use of each response. Response alternatives were "not used," "used," and "used often;" "used often" is the keyed response. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E55

Item Content of Scale for Disciplinary Consistency

The specific response would depend somewhat on which disciplinarian handled the incident.

How often does the administration's disciplinary response when a student is sent to the office depend on which teacher made the referral?

How often does the administration's disciplinary response when a student is sent to the office depend on which administrator receives the referral?

Note. Possible responses for item one were "yes" or "no;" keyed response is "no." Possible responses for items two and three were "almost always," "most of the time," "about half of the time," "rarely," and "almost never;" keyed responses are the latter two alternatives. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E56

Item Content of Predictable Disciplinary Decision Making Scale

How often can a student who is sent to the office predict the administration's disciplinary response because he or she knows the punishment for the offense?

How often can teachers who send a student to the office predict the administration's disciplinary response because they know the punishment for each offense?

Notes. Possible responses were "almost always," "most of the time," "about half of the time," "rarely," and "almost never." Keyed response is "almost always." Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E57

Item Content of Objectives Named Scale

Is this program or practice intended to reduce student problem behavior (e.g., misconduct in school, delinquency, drug use, truancy, dropout)?

Is this program or practice intended to prevent or reduce gang participation?

Is this program or practice intended to increase academic performance, educational attainment, or employment?

Is this program or practice intended to increase knowledge about laws, rules, harmful effects of drugs, manners, or other factual information thought to reduce the likelihood of problem behavior?

Is this program or practice intended to increase religious beliefs?

Is this program or practice intended to increase social skills and competencies (e.g., self-management, social problem-solving, anger management, emotional perspective-taking)?

Is this program or practice intended to increase learning or job skills (e.g., study skills, job-seeking skills)?

Is this program or practice intended to increase attitudes, beliefs, intentions, or dispositions (e.g., self-esteem, belief in rules, anxiety, assertiveness, likability, commitment to education)?

Is this program or practice intended to change rules, norms, or expectations for behavior (e.g., to signal the expected behavior)?

Is this program or practice intended to change responsiveness to behavior (e.g., applying rewards or punishments in response to behavior)?

Is this program or practice intended to change opportunities for students to engage in problem behavior in and around school (e.g., limiting availability of weapons or drugs, increasing surveillance, limiting unstructured time)?

Is this program or practice intended to change organizational capacity for self-management (e.g., strengthening leadership, morale, parent or staff involvement in planning for school improvement)?

Is this program or practice intended to change parental supervision or management of their children's behavior?

Note. Responses for the items were "yes" or "no." Score is the number of the items answered "yes." Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

F. Reliability of Measures

This appendix provides information about the reliability of scales constructed and measures examined in the present research. Where applicable, it reports on the internal consistency (α or *alpha*) of individual-level measures or on the homogeneity of descriptions within schools ($\hat{\rho}$ or *intraclass correlation)*, and the average school-level reliability ($\hat{\lambda}$. or *lambda hat*) of the measures.

Principal Questionnaires

Tables are organized according to their source. Table F1 shows homogeneity coefficients for scales from the phase 1 principal questionnaire. Homogeneity coefficients for scales from the phase 2 principal questionnaire are shown in Table F2.

Activity Coordinator Questionnaires

Reliabilities – individual activity level and school level – for measures of characteristics of discretionary prevention activities are listed in Table F3.

Table F4 shows school-level reliabilities for objectives identified by the various prevention activities included in the sample. Very little variance lies between schools for some objectives, e.g., a focus on social competencies or attitudes, intentions or dispositions. In contrast, there is considerable between school variance in the intent to which different programs in a school focus on religious beliefs, gang participation, learning or job skills, and opportunities to engage in problem behavior. Table F4 also shows the individual-activity-level reliability of the number of different objectives named.

Individual-activity-level and school-level reliabilities for activity coordinator reports about sources of funding, budget control, locus of program development, and sources of information used are shown in Table F5.

Different discretionary prevention programs are intended to address different target populations. Information about the extent to which program targeting differs according to school is presented in Table F6. The intraclass correlations shown in this table imply that schools do differ in the extent to which they target different groups, with many of the intraclass correlations in the .20s.

Activity coordinator characteristics also have considerable between school variance, as Table F7 shows.

Information about the reliability of measures pertaining to individual prevention activities is assembled in Table F8. This table repeats some coefficients presented in Table F3 and Table F7, but it adds information about the scales measuring locus of responsibility for program initiation and details the reliabilities of the scales measuring best practices with respect to content and methods for each of the categories of discretionary prevention activity for which they are measured.

Teacher Questionnaires

Table F9 details the individual- and school-level reliabilities of measures of school climate, training, and level of use of discretionary prevention activity based on the surveys of teachers.

Student Questionnaires

Details of the individual- and school-level reliabilities of measures derived from the student questionnaires are shown in Table F10. There is considerable variance between schools for some student reports – notably attitudes toward drug use, drug use, perceptions of safety, participation in D.A.R.E. or G.R.E.A.T., and the use of devices such as teams, houses, or academies to divide a school into smaller units. In contrast, there is less between school variance in student reports of exposure to or participation in many discretionary prevention activities. Not all of the measures based on student reports are examined elsewhere in the present report, but this reliability information is presented for future reference.

Table F1

Scales From the Phase 1 Principal Questionnaire for Program Identification

Scale	*N* items	α	*N*
Teacher-Administration Obstacles to Program Development	12	.76	757
School Capacity for Program Development	6	.55	788
Open Problem Definition	3	.55	806
Teacher-Principal Communication	2	.59	833
Selectivity	5	.86	833
Problem Student Magnet	3	.81	834

Table F2

Reliabilities of Scales Constructed From the Phase 2 Principal Questionnaire

Scale	*N* items	Elementary		Secondary	
		α	*n*	α	*n*
School crime	5	.71	208	.65	366
Gang problems	2	.23	206	.54	399
Disciplinary practices					
Number of written rules	9	.58	193	.43	391
Distribution of discipline policy	5	.32	196	.78	399
Sound discipline management practices	7	.73	213	.66	400
Ordinary social control	9	.78	208	.83	397
Formal responses to misconduct	8	.68	209	.64	401
Use of material rewards	3	.59	216	.60	405
Use of social reinforcers	5	.85	213	.82	408
Total rewards	8	.83	212	.82	405
Conditional disciplinary decision making	8	.72	187	.71	387
Predictable disciplinary decision making	2	.75	213	.78	405
Principal leadership characteristics					
Conscientiousness	20	.90	205	.89	388
Leadership behavior	19	.91	201	.89	392
Supervision and feedback	4	.79	206	.78	399
Consideration	4	.72	212	.73	407
Presence and visibility	4	.67	209	.63	407
Planning	5	.79	209	.75	404
Accomplishment record	7	.68	211	.71	406
School amenability to program implementation	9	.75	210	.76	395

continued . . .

Table F2 *(continued)*

Reliabilities of Scales Constructed From the Phase 2 Principal Questionnaire

Scale	*N* items	Elementary		Secondary	
		α	*n*	α	*n*
Quality and quantity of training in discipline	8	.92	172	.90	341
Information sources used	7	.71	190	.65	369
Local development of discipline practices	5	.69	208	.67	404
Best practices composites [a]					
Communication and documentation	7	.58	212	.66	399
Disciplinarian consistency	3	.58	196	.59	404
Variety of responses to desirable student behavior	7	.86	211	.80	408
Variety of responses to student misconduct	17	.64	195	.57	385

[a] These are rational scales based on judgment about useful practices. Their content overlaps with the empirical scales for disciplinary practices elsewhere in the table.

Table F3

Individual- and School-Level Reliabilities of Activity Coordinator Scales and Items: Discretionary Prevention Activity Characteristics

		Individual level	School level	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}$.
Program was specially tailored for at least one group	1	—	.23	.63
Program fosters understanding for at least one group	1	—	.15	.51
Program methods culturally appropriate	1	—	.18	.55
Standardization	5	.72	.12	.45
Number of obstacles to use named	12	.74	.12	.44
School amenability to program implementation	11	.81	.29	.69
Amount of provider's job related to program	1	—	.05	.24
Program a part of regular school program?	1	—	.06	.27
Level of supervision	3	.55	.14	.49
Amount of training	3	.67	.16	.52
Principal support for program	1	—	.12	.44
Provider position:				
Full-time	1	—	.10	.40
Part time	1	—	.09	.40
Does not work in school	1	—	.07	.34
Who delivers the program?				
Volunteers	1	—	.11	.44
Paid workers	1	—	.10	.42
Regular employees	1	—	.11	.44
Regular classroom assistance	1	—	.09	.38
Occasional classroom assistance	1	—	.11	.44
Replace staff because they left or were dismissed	1	—	.11	.43
Time of program:				
Before school begins	1	—	.24	.63
During the school day	1	—	.16	.52

continued

Table F3 *(continued)*

Individual- and School-Level Reliabilities of Activity Coordinator Scales and Items: Discretionary Prevention Activity Characteristics

		Individual level	School level	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}_.$
Immediately after school	1	—	.21	.60
In the early evening	1	—	.20	.59
Late in the evening	1	—	.28	.68
On weekends	1	—	.21	.60

Table F4

Individual- and School-Level Reliabilities of Activity Coordinator Scales and Items: Objectives

		Individual level	School level	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}_.$
Program intended to reduce . . .				
Problem behavior	1	—	.06	.30
Gang participation	1	—	.16	.52
Program intended to increase . . .				
Academic performance	1	—	.03	.15
Knowledge about laws	1	—	.05	.24
Religious beliefs	1	—	.23	.62
Social skills and competencies	1	—	.00	.02
Learning or job skills	1	—	.10	.40
Attitudes, belief, intentions or disposition	1	—	.00	.00
Rules, norms or expectation for behavior	1	—	.05	.26
Responsiveness to behavior	1	—	.09	.38
Opportunities to engage in problem behavior	1	—	.11	.42
Organizational capacity for self management	1	—	.04	.23
Program intended to change parental supervision	1	—	.04	.20
Number of different objectives named	12	.74	.11	.44

Table F5

Individual- and School-Level Reliabilities of Activity Coordinator Scales and Items: Origin and Funding

		Individual level	School level	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}_.$
Source of funding:				
School district's budget allocation	1	—	.19	.58
Funding through Safe and Drug Free Schools	1	—	.23	.63
External funding from government sources	1	—	.24	.64
External funding from private contributions	1	—	.21	.61
Fund raisers	1	—	.17	.55
Participant fees	1	—	.11	.43
Funding for program assured for next year	1	—	.10	.40
Budget control for activities	1	—	.11	.44
Responsibility for starting program:				
School insiders	14	.82	.14	.50
School district	4	.77	.18	.57
Researchers	1	—	.14	.50
Original development by:				
Local persons	1	—	.18	.57
External persons	1	—	.18	.56
Researchers	1	—	.34	.74
Information sources used to select program:				
People with jobs similar to mine	1	—	.09	.37
Meetings inside school district	1	—	.10	.40
Meetings outside school district	1	—	.15	.51
Marketing brochures or videos	1	—	.08	.36
Formal outcome evaluation	1	—	.12	.43
Publications summarizing research	1	—	.12	.45
Formal needs assessment	1	—	.13	.46
Number of different sources of info used to select program	7	.70	.14	.51

Table F6

Individual- and School-Level Reliabilities of Activity Coordinator Scales and Items: Population Targeted

		Individual level	School level	
Population targeted	*N* items	α	$\hat{\rho}$	$\hat{\lambda}_{.}$
No special group	1	—	.14	.49
Boys	1	—	.25	.64
Girls	1	—	.25	.65
Interested students	1	—	.19	.58
Intact classroom	1	—	.21	.60
Particular grade level	1	—	.18	.55
Good citizens	1	—	.19	.57
Students at high risk of problem behavior	1	—	.23	.63
Students who've been or are about to be expelled	1	—	.23	.63
Gang members	1	—	.28	.69
Some students ineligible because of problem behavior	1	—	.17	.54

Table F7

Individual- and School-Level Reliabilities of Activity Coordinator Scales and Items: Activity Coordinator Characteristics

		Individual level	School level	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}_{.}$
Conscientiousness	20	.91	.17	.54
Accomplishment Record	12	.84	.20	.58

Table F8

Reliability of Scales from Activity Coordinator Questionnaires

	N items	α	*N*
Scales common to all or most program categories:			
School Amenability to Program Implementation	11	.81	3385
Conscientiousness of Provider	20	.91	2845
Accomplishment Record of Provider	12	.84	2850
Intensity	3	.72	1162
Standardization			
Short Version	5	.72	2932
Long Version	9	.81	846
Responsibility for Starting Program			
Local (school insiders)	14	.82	3038
School District	4	.77	3218
Supervision	3	.55	3065
Amount of Training	3	.67	3125
Quality of Training	6	.87	2184
Best Practices — Program Content:			
Prevention Curriculum, Instruction, or Training	11	.80	324
Behavioral Programming or Behavior Modification	7	.72	237
Improvements to Instructional Methods or Practices	8	.64	192
Classroom Organization and Management Practices	8	.71	200
Best Practices — Methods			
Prevention Curriculum, Instruction, or Training	9	.80	212
Behavioral Programming or Behavior Modification	8	.66	235
Counseling, Social Work, Psychological, or Therapeutic Activity	8	.66	327

(continued . . .)

Table F8 *(continued)*
Reliability of Scales from Activity Coordinator Questionnaires

	N items	α	*N*
Tutoring	9	.59	201
Mentoring/Coaching	8	.53	148
Improvements to Instructional Methods or Practices	9	.70	168
Classroom Organization and Management Practices	56	.88	121
Security or Surveillance	7	.78	245
Number of Different Information Sources Used to Select Program	7	.70	3000
Number of Obstacles to Program Implementation	12	.74	1413
Number of Objectives Named	13	.78	3231

Table F9

Individual- and School-Level Reliabilities of Teacher Climate Scales and Measures of Training and Levels of Use of Prevention Activities in the School

		Individual level	School level			
			All schools[a]		Schools with good response[b]	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}.$	$\hat{\rho}$	$\hat{\lambda}.$
Scale						
Morale	11	.81	.28	.85	.28	.88
Safety	8	.94	.17	.73	.17	.75
Administrator Leadership	12	.84	.28	.85	.28	.88
Planning	9	.62	.22	.81	.21	.84
Organizational Focus	16	.94	.26	.84	.26	.86
Classroom Orderliness	14	.92	.21	.77	.21	.79
Victimization	8	.61	.14	.69	.14	.72
Amount of in-service training in last 24 months						
Classroom management or instructional methods	1	–	.10	.61	.09	.63
Preventing student problem behavior	1	–	.13	.67	.13	.70
Level of use of activities to prevent problem behavior in the school						
Instruction or training	1	–	.13	.68	.13	.70
Behavioral programing or behavior modification	1	–	.13	.67	.12	.68
Counseling, social work, psychological or therapeutic activity	1	–	.16	.72	.16	.74
Other one-on-one attention to students (e.g., tutors, mentors)	1	–	.13	.67	.13	.70
Recreational, enrichment, or leisure activities	1	–	.11	.64	.11	.66

continued

Table F9 *(continued)*

Individual- and School-Level Reliabilities of Teacher Climate Scales and Measures of Training and Levels of Use of Prevention Activities in the School

		Individual level	School level			
			All schools[a]		Schools with good response[b]	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}.$	$\hat{\rho}$	$\hat{\lambda}.$
Activities to improve instructional practices in classrooms	1	–	.12	.65	.12	.67
Activities to improve classroom organization and management	1	–	.11	.63	.10	.65
Use of external personnel in the classroom	1	–	.14	.69	.14	.71
Activity to change or maintain school culture or climate and signal expectations for student behavior	1	–	.10	.61	.10	.64
Activity focused on intergroup relations and interaction between the school and the community or among groups within the school	1	–	.11	.64	.11	.66
Application of school rules or a discipline code and enforcement of rules	1	–	.16	.71	.16	.73
Peer regulation and response to student conduct	1	–	.27	.81	.27	.83
Use of a school planning structure or process, or the management of change	1	–	.10	.61	.10	.63
Security or surveillance activity	1	–	.23	.78	.23	.80
Services or programs for families or family members	1	–	.10	.60	.09	.62
Activity that alters the composition of the school's population	1	–	.10	.61	.09	.62
Organization of grades, classes or school schedules	1	–	.24	.79	.23	.81
Training or staff development	1	–	.11	.64	.11	.66

continued

Table F9 *(continued)*

Individual- and School-Level Reliabilities of Teacher Climate Scales and Measures of Training and Levels of Use of Prevention Activities in the School

		Individual level	School level			
			All schools[a]		Schools with good response[b]	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}.$	$\hat{\rho}$	$\hat{\lambda}.$
Provision of information about violence, drug use, other risky behaviors, or the availability of prevention services	1	–	.10	.61	.09	.63
Architectural or structural features of the school	1	–	.09	.60	.09	.62
Treatment or prevention services for administrators, faculty, or staff	1	–	.06	.51	.06	.53
Personal level of use of activity to prevent problem behavior						
Instruction or training	1	–	.03	.35	.03	.37
Behavioral programming or behavior modification	1	–	.04	.41	.04	.43

Note. α = alpha coefficient, $\hat{\rho}$ is the intra-class correlation (the estimate of the percentage of total variance between schools), and $\hat{\lambda}.$ is the average estimated reliability for an observed school mean.

[a] Minimum $N = 409$.

[b] School response is considered "good" if 10 or more teachers ***or*** 70% of teachers returned questionnaires. Minimum $N = 383$.

Table F10

Individual- and School-Level Reliabilities of Student Climate Scales and Measures of Individual Characteristics

Scale or item	N items	Individual level	School level			
			All schools [a]		Schools with good response [b]	
		α	$\hat{\rho}$	$\hat{\lambda}.$	$\hat{\rho}$	$\hat{\lambda}.$
Attitudes favorable to drug use	10	.86	.16	.89	.16	.90
Drug availability	4	.82	.17	.90	.17	.90
Last-year variety of drug use	16	.87	.14	.88	.14	.88
Safety	13	.80	.12	.86	.12	.86
Fairness of school rules	3	.63	.09	.81	.09	.81
Self-reported delinquent behavior	13	.84	.07	.77	.07	.78
Belief in conventional rules	23	.86	.07	.78	.07	.78
Clarity of school rules	4	.62	.07	.76	.07	.77
Positive peer influence	7	.67	.06	.72	.06	.73
Attachment to school	13	.82	.05	.71	.05	.72
Commitment to education	14	.83	.04	.68	.04	.68
Victimization	7	.61	.04	.68	.04	.68
Reports of participation in or school use of activities to prevent problem behavior in the school						
Did you receive instruction in ways to avoid getting involved in problem behavior such as fighting, drug use, or risky behavior?	1	–	.04	.68	.04	.68
Did someone chart your behavior over time, help you set goals, and give you information about how close you were coming to the goal or give you rewards or punishment for your behavior?	1	–	.06	.72	.06	.73
Did you participate in Drug Abuse Resistance Education (D.A.R.E.) taught by a police officer in your school?	1	–	.14	.87	.14	.88

continued

Table F10 *(continued)*

Individual- and School-Level Reliabilities of Student Climate Scales and Measures of Individual Characteristics

		Individual level	School level			
			All schools [a]		Schools with good response [b]	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}.$	$\hat{\rho}$	$\hat{\lambda}.$
Did you participate in Gang Resistance Education and Training (G.R.E.A.T.) taught by a police officer in your school?	1	–	.12	.86	.12	.86
Did you get advice or guidance about ways to avoid getting into trouble — or avoid getting involved with drugs or violence — from a counselor, social worker, or psychologist at school?	1	–	.06	.73	.06	.74
Did you spend time with an adult mentor or tutor who talked with you about things, offered you help with problems you might be having or helped you with your school work?	1	–	.04	.64	.04	.64
Did you participate in special events, activities, or recreation inside or outside the school; or take trips outside the school to places for fun or for learning?	1	–	.04	.65	.04	.66
Were you in a class where the teacher made the rules very clear at the beginning of the year, posted the rules on the wall, had something for you to begin work on every day when you arrived at class, and had special signals everyone understood to begin and end activities?	1	–	.03	.59	.03	.59
Did you notice posters, videos, or repeated announcements trying to get students to behave a certain way or to avoid certain behavior in your school?	1	–	.04	.66	.04	.66
Were you involved in school activities together with people or groups from the community?	1	–	.03	.62	.03	.62
Did you notice any changes in school rules or ways of responding to student behavior at school?	1	–	.02	.52	.02	.52
Did your school involve students in making rules resolving disputes, a student court, mediation, or conflict resolution?	1	–	.08	.78	.08	.79

continued

Table F10 *(continued)*

Individual- and School-Level Reliabilities of Student Climate Scales and Measures of Individual Characteristics

		Individual level	School level			
			All schools[a]		Schools with good response[b]	
Scale or item	*N* items	α	$\hat{\rho}$	$\hat{\lambda}.$	$\hat{\rho}$	$\hat{\lambda}.$
Did your school have a team or group to make plans to improve the school?	1	–	.06	.76	.06	0.76
Did your school formally involve students, parents, and others from outside the school in making plans for the school?	1	–	.04	.65	.04	.65
Does your school take steps to make it difficult for intruders to enter the school; watch the school's entrances, hallways, and grounds; or make it easy to report a problem?	1	–	.06	.73	.06	.73
Did your school work with any adult in your family to help the family supervise children or reduce behavior problems?	1	–	.04	.68	.04	.68
Do some people who want to go to your school have to go somewhere else because the school does not accept everyone who wants to attend?	1	–	.10	.82	.10	.83
Were you or your family sent by the school to another agency to get help of any kind?	1	–	.06	.73	.06	.74
Is your school is divided into smaller groups of students (instructional teams, houses, or academies) who spend most of their learning time with one group of teachers and who are usually separated from other students who have other groups of teachers?	1	–	.12	.85	.12	.86

Note. α = alpha coefficient, $\hat{\rho}$ is the intra-class correlation (the estimate of the percentage of total variance between schools), and $\hat{\lambda}.$ is the average estimated reliability for an observed school mean.

[a] Minimum *N* = 306.

[b] School response is considered "good" if 10 or more students *or* 70% of sampled students returned questionnaires. Minimum *N* = 303.

G. Correlations for Measures of School Safety and Problem Behavior and Other School-Level Measures

This appendix provides information about the correlations among different measures of school safety or problem behavior. It also presents information about the community and school correlates of various measures of school safety or problem behavior.

In the National Study of Delinquency Prevention in School, principals reported on incidents of crime reported to the police and on gang problems; teachers reported on the orderliness of their classrooms, their personal victimization experiences, and on their perceptions of school safety; and students reported on their own drug use, delinquent behavior, victimization experiences, and perceptions of school safety.

Table G1 shows correlations among 10 measures of school safety/disorder based on three reporting sources. In this table, three measures are based on principal reports in the phase 2 survey: the Gang Problems scale, the School Crime index, and natural log transformed rate of total number of crimes reported to authorities per thousand students.[1] Three measures are based on teacher reports: the Victimization, Safety, and Classroom Orderliness scales. Four measures are based on student reports: self-reports in the Last-Year Variety Drug Use scale and in the Self-Reported Delinquent Behavior scale, and reports of perceptions of school safety and personal victimization. All correlations in Table G1 are at the school level. That is, we examine average teacher victimization, average student self-reported delinquency, etc.

Correlations in Table G1 provide some evidence of convergent validity of measures derived from different sources, but the correlations are not always as high as might be expected. Average teacher reports of victimization have large negative correlations (-.77 and -.72) with average teacher reports of classroom orderliness and school safety, as expected. And all correlations with principal and average student reports of school safety or problem behavior are in the expected direction, but they are not always large. Correlations of average teacher victimization with principal and student measures range in absolute value from .16 to .62. School safety scores based on teacher report and student report correlate .45; average teacher victimization and average student victimization correlate .27.

Correlations among various indicators of school safety or aggregate problem behavior are shown separately for middle schools and high schools in Table G2.

The results displayed in Tables G1 and G2 suggest that it may be inadvisable to focus solely on a single indicator of school safety or problem behavior, because one measure certainly is not an adequate proxy for another.

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[1] ln(total crimes/1000 +1).

Correlations among measures of organizational capacity variables are shown in Table G3. The Morale scale that has been useful in past research is correlated .84 with the new Organizational Focus scale – a remarkable finding in view of the disparate item content of the two scales. The Amenability scale based on principal reports is correlated .52 with the average Amenability score obtained from activity coordinators' reports. These four capacity measures have correlations ranging from -.26 through -.39 with principals' reports from the previous school year in the Obstacles to Program Development scale. Neither turnover nor school size have large correlations with any of the capacity measures.

Correlations among measures of organizational support are displayed in Table G4. These measures are usually moderately positively correlated with each other. Schools with more or better training also generally have more supervision of activity coordinators, and somewhat more monitoring and support by the principal. Whether the principal's performance review includes attention to the management of discipline has tiny correlations with other measures *except* Quantity and Quality of Training in School Discipline and Monitoring of Implementation of Discipline Policies where the correlations both equal .18.

Correlations among measures of school-wide discipline practices in Table G5 imply that the specific measures are largely independent of each other. Aside from correlations with the Adequacy Composite, the largest correlation among specific indicators is only .21.

Correlations among measures of schools' average quality of discretionary prevention activities are shown in Table G6. Most measures are small or moderate in size, implying that these indicators are largely independent.

Table G1

Correlations Among Measures of School Problem Behavior Based on Principal, Teacher, and Student Reports

	Principal Reports			Teacher reports			Student reports			
Measure	Gang problems	School crime	In school crime rate	Classroom order	Victimization	School Safety	Last-year variety drug use	School safety	Self-report delinquency	Victimization
Principal reports										
Gang problems		.20	.15	-.10	.16	-.16	.13	-.23	.16	.02
School crime [a]	.20		.76	-.22	.30	-.28	-.06	-.23	.08	.11
In school crime rate [b]	.15	.76		-.21	.26	-.22	.17	-.19	.24	.09
Teacher reports										
Classroom order	-.10	-.22	-.21		-.77	.63	-.02	.68	-.31	-.34
Victimization	.16	.30	.26	-.77		-.72	.19	-.62	.36	.27
School safety	-.16	-.28	-.22	.63	-.72		-.19	.45	-.28	-.16
Student reports										
Last-year variety drug use	.13	-.06	.17	-.02	.19	-.19		-.14	.77	.03
School safety	-.23	-.23	-.19	.68	-.62	.45	-.14		-.44	-.51
Self-report delinquency	.16	.08	.24	-.31	.36	-.28	.77	-.44		.39
Victimization	.02	.11	.09	-.34	.27	-.16	.03	-.51	.39	

Note. Unweighted correlations.

Minimum pairwise numbers of schools on which correlations are based are as follows:

	Principal	Teacher	Student
Principal	568	331	258
Teacher	331	402	293
Student	258	293	310

[a] Index of school crimes reported to the police, trimmed.

[b] ln (total crime rate + 1).

Table G2

Correlations Among Measures of School Problem Behavior Based on Principal, Teacher, and Student Reports, by School Level

	Principal Reports			Teacher reports			Student reports			
Measure	Gang problems	School crime	In school crime rate	Classroom order	Victimization	School Safety	Last-year variety drug use	School safety	Self-report delinquency	Victimization
Principal reports										
Gang problems		.15	.12	-.12	.16	-.16	.15	-.30	.21	.00
School crime [a]	.25		.69	-.25	.33	-.31	-.23	-.27	-.03	.19
In school crime rate [b]	.17	.79		-.21	.29	-.27	.03	-.20	.13	.06
Teacher reports										
Classroom order	-.12	-.18	-.22		-.73	.56	.03	.67	-.30	-.41
Victimization	.17	.27	.22	-.81		-.69	.18	-.64	.35	.36
School safety	-.18	-.25	-.17	.74	-.76		-.20	.41	-.30	-.25
Student reports										
Last-year variety drug use	.10	.13	.30	-.17	.23	-.17		-.20	.76	.10
School safety	-.19	-.20	-.22	.67	-.64	.55	-.22		-.50	-.48
Self-report delinquency	.10	.18	.33	-.34	.38	-.25	.83	-.43		.41
Victimization	.05	.05	.17	-.21	.21	-.11	.17	-.45	.43	

Note. Unweighted correlations. Correlations for middle or junior high schools are below the diagonal; correlations for high schools are above the diagonal. Minimum pairwise numbers of schools on which correlations are based are as follows:

	Middle or Junior High			High		
	Principal	Teacher	Student	Principal	Teacher	Student
Principal	221	179	146	200	152	112
Teacher	179	215	166	152	187	127
Student	146	166	171	112	127	139

[a] Index of school crimes reported to the police, trimmed.

[b] ln (total crime rate + 1)

Table G3
Correlations Among Measures of School Capacity

Measure	Morale	Organizational focus	Amenability, PQ2	Amenability, AC	Obstacles	Capacity	Problem identification	Communication	Turnover	Size
Morale, teachers		84	29	40	-26	13	-18	12	-08	-19
Organizational focus, teachers			29	38	-26	06	-12	13	01	-16
Amenability to program implementation, principal phase 2				52	-35	27	11	25	04	04
Amenability to program implementation, activity coordinators					-39	30	04	23	02	-01
Obstacles to program development, principal phase 1						-38	02	-38	03	17
Capacity for program development, principal phase 1							00	23	-11	-02
Open problem identification, principal phase 1								-03	-02	18
Teacher-principal communication, principal phase 1									00	-16
Teacher turnover										-14
School size (enrollment)										

Note. Unweighted correlations. Decimals omitted. Pairwise *N*s range from 313 to 845 schools. AC = activity coordinators, PQ2 = principal phase 2. Column headings are abbreviated names of variables listed in the row labels.

Table G4

Correlations Among Measures of Organizational Support

Measure	Training in classroom mgmt.	Training in behavior mgmt.	Amt. of activity training	Quality of activity training	Training in discipline	Supervision of activity coord.	Principal support for activities	Monitoring of discipline imp.	Performance appraisal
Training in classroom management or instruction, teachers		67	12	09	24	18	15	12	04
Training in behavior management, teachers			25	17	30	23	19	16	-02
Amount of training for activities, activity coordinators				47	08	46	20	08	06
Quality of activity training, activity coordinators					07	20	10	10	11
Quantity and quality of training in school discipline, principal phase 2						19	11	37	18
Level of supervision, activity coordinators							20	20	12
Principal support for program, activity coordinators								04	02
Monitoring of implementation of discipline policies, principal phase 2									18
Principal's performance appraisal depends on discipline management, principal phase 2									

Note. Unweighted correlations. Decimals omitted. Pairwise *N*s range from 311 to 619 schools. Column headings are abbreviated names of variables listed in the row labels.

Table G5

Correlations Among Measures of Quality of Implementation of School-Wide Discipline Practices

Measure	Adequacy composite	Communication and documentation	Range of appropriate responses to misconduct	Range of responses to desirable conduct	Disciplinarian consistency	Predictable disciplinary decision making
Adequacy composite		29	45	38	44	50
Communication and documentation			21	06	-01	11
Range of appropriate responses to misconduct				07	-05	08
Range of responses to desirable conduct					00	05
Disciplinarian consistency						15
Predictable disciplinary decision making						

Note. Unweighted correlations. Decimals omitted. Pairwise *N*s range from 569 to 624 schools. Column headings are abbreviated names of variables listed in the row labels.

Table G6

Correlations Among Measures of Schools' Average Discretionary Prevention Activity Quality

Measure	Summary index	Best practices: methods	Best practices: content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Prop. of students exposed	Ratio of providers to students
Summary index		42	24	43	50	44	56	19	05
Best practices: methods			24	22	11	13	15	01	-05
Best practices: contents				11	-05	04	06	07	00
Intensity					12	12	11	17	12
Frequency of operation						29	26	08	04
Frequency of staff participation							09	04	06
Level of use by school personnel								17	06
Proportion of students exposed or participating									34
Ratio of providers to students in the school									

Note. Unweighted correlations. Decimals omitted. Pairwise *N*s range from 351 to 551 schools. Column headings are abbreviated names of variables listed in the row labels.

H. Detailed Tables

This appendix supplements information provided in the body of the report. Tables are numbered by indicating the appendix letter, the text chapter first making reference to the appendix Table, and a sequential number within that chapter. For example, the first table in this appendix is identified as Table H2.1, which means that this table was the first appendix table mentioned in Chapter 2.

Tables for Chapter 2 – Nature of Problem Behavior in Schools

H2.1 Number and Percentage of Schools in Which the Principal Reported That One or More Incidents of Physical Attack or Fight With Weapon Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

H2.2 Number and Percentage of Schools in Which the Principal Reported That One or More Incidents of Robbery Had Been Reported to Law Enforcement, and Total Number of Such incidents – 1997-98 School Year

H2.3 Number and Percentage of Schools in Which the Principal Reported That One or More Incidents of Physical Attack or Fight Without Weapon Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

H2.4 Number and Percentage of Schools in Which the Principal Reported That One or More Incidents of Theft or Larceny Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

H2.5 Number and Percentage of Schools in Which the Principal Reported That One or More Incidents of Vandalism Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

H2.6 Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing a Theft of Personal Property Worth Less Than $10 or Physical Attack Not Serious Enough to See a Doctor in School in Past Month, Spring 1998

H2.7 Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing Obscene Remarks or Damage to Personal Property Worth Less Than Ten Dollars at School – 1997-98 School Year

H2.8 Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing a Theft of Personal Property Worth Less Than Ten Dollars or Threatened in Remarks at School – 1997-98 School Year

H2.9 Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing Damage to or Theft of Personal Property at School – 1997-98 School Year

H2.10 Estimated Number (in Thousands) and Number per Thousand Secondary School

Teachers Physically Attacked or Who Were Confronted With a Weapon at School – 1997-98 School Year

H2.11 Percentage of Teachers Reporting That Students Tease Other Students or Threaten or Curse at Others Often or Almost Always by School Category

H2.12 Percentage of Students Reporting Personal Victimization Last Month in School, by School Level and Location

H2.13 Mean Teacher Reports of Safety from Vandalism, Personal Attacks, and Thefts in Specific School Locations, by School Category

H2.14 Means and Standard Deviations for School Characteristics According to Teacher Reports, by School Level and Location

H2.15 Percentage of Students Who Report Staying Away From Specific Places Because Someone Might Hurt or Bother Them There, by Category of Student

H2.16 Percentage of Students Experiencing Specific Threats or Violence This Year in School, by Category

H2.17 School Means and Standard Deviations for School Safety, Victimization, and Problem Behavior Scales from the Student Questionnaire, by School Level and Location

H2.18 Percentage of Students Reporting Minor Thefts or Attacks in Recent Month, 1976 Safe School Study and 1998 National Study of Delinquency Prevention in Schools

H2.19 Rate per Thousand Teachers Reporting Minor Thefts or Attacks in Recent Month, 1976 Safe School Study and 1998 National Study of Delinquency Prevention in Schools

H2.20 Percentage of Students Aged 12-19 Who Reported Avoiding One or More of Five Places in School

H2.21 Self-Reported Delinquent Behavior in the Last Twelve Months by Student Sex (Percentage Reporting Each Behavior)

H2.22 Self-Reported Delinquent Behavior in the Last Twelve Months by Location (Percentage Reporting Each Behavior)

Tables for Chapter 3 – Activities to Create and Maintain Safe and Orderly Schools

H3.1 Percentage of Schools Providing Various Kinds of Isolated Information by School Level

H3.2 Percentage of Schools Using Various Organizational Arrangements to Prevent Problem Behavior or Promote School Orderliness

H3.3 Percentage of Schools Using Each of Several Activities or Arrangements That Influence Student Population, by Level and by Location

H3.4 Means and Standard Deviations for Selectivity and Problem Magnet Scales Scored from the Phase 1 Principal Questionnaire by School Level and Location

H3.5 Percentage of Schools Providing Prevention or Treatment Services for Administrators, Faculty, or Staff by School Level and Location

H3.6 Percentage of Schools Using Selected Architectural Design or Structural Features to Prevent Problem Behavior or Promote School Orderliness, by School Level and Location

H3.7 Percentage of Schools with Formal Written Rules or Policies About Visitor Sign-Out and Uniforms, by School Level and Location

H3.8 Means and Standard Deviations for Scales Scored from the Phase 2 Principal Questionnaire by School Level and Location

H3.9 Percentage of Schools Providing Teachers, Students, and Parents With Printed Copy of School Discipline Policy in Current Year

H3.10 Percentage of Schools Currently Engaged in Development or Use of Specific Sound Discipline-Related Practices

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H3.13 Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

H3.14 Mean Number of Different Categories of Discretionary Prevention Activities Named, by School Level and Location

H3.15 Median Number of Unique Activities Named, by School Level and Location

H3.16 Percentage of Schools Using Each Discretionary Prevention Activity and Number of Different Activities, by School Level

H3.17 Percentage of Schools Using Each Discretionary Prevention Activity and Number of Different Activities, by School Level and Location

H3.18 Percentage of Activities in Each Prevention Category That Are Part of a Multi-Component Activity

Tables for Chapter 4 – Program Intensity and Use of Best Practices

H4.1 Means and Standard Deviations for Conditional Disciplinary Decision Making and Predictable Disciplinary Decision Making Scales Scored from the Phase 2 Principal Questionnaire by School Level and Location

H4.2 Proportion of Prevention Curriculum, Instruction or Training Programs Containing Specific Topics or Strategies

H4.3 Proportion of Behavioral Programming or Behavior Modification Programs Using Specific Strategies

H4.4 Proportion of Counseling, Social Work, Psychological, or Therapeutic Programs Using Specific Modalities

H4.5 Proportion of Mentoring, Tutoring, Coaching, or Apprenticeship Programs Using Specific Approaches

H4.6 Proportion of Recreation, Enrichment, or Leisure Programs Involving Specific Modalities

H4.7 Proportion of Improvements to Instructional Practices or Methods Involving Specific Methods or Approaches

H4.8 Proportion of Improvements to Classroom Organization and Management Involving Specific Strategies

H4.9 Proportion of Programs to Change or Maintain Culture, Climate, or Expectations for Behavior Involving Specific Strategies or Approaches

H4.10 Proportion of Intergroup Relations or Interaction Between School and Community Programs Using Specific Strategies or Approaches

H4.11 Proportion of Interventions Involving a School Planning Structure or Process to Manage Change Using Specific Procedures

H4.12 Proportion of Security or Surveillance Activities Using Specific Procedures

H4.13 Proportion of Services or Programs for Family Members Incorporating Specific Approaches

H4.14 Proportion of Programs Using External Personnel Resources in Classrooms Using Specific Types of Personnel

H4.15 Proportion of Programs Using Youth Roles in Regulating and Responding to Student Conduct Employing Specific Methods

H4.16 Percentage of Programs Addressing Specific Objectives, by School Level

H4.17 Percentage of Programs Addressing Specific Objectives, by Program Type

H4.18 Level of Use, Intensity, and Use of Best Practices, All Program Types, by School Location

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H5.1 Correlations Between Activity Quality and Activity Characteristics – All Activity Types

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H5.3 Correlations Between Activity Quality and Origins and Funding – All Activity Types

H5.4 Comparison of Unweighted and Weighted Correlations Between Indicators of Activity Technical Quality and Indicators of Origins and Funding

H5.5 Comparison of Unweighted and Weighted Correlations Between Indicators of Extent of Use of Activity and Indicators of Origins and Funding

H5.6 Comparison of Unweighted and Weighted Correlations Between Indicators of Degree of Student Exposure and Indicators of Origins and Funding

H5.7 Correlations Between Activity Quality and Population Characteristics – All Activity Types

H5.8 Correlations Between Activity Quality and Objectives – All Activity Types

H5.9 Correlations Between Activity Quality and Content – All Activity Types

H5.10 Proportion of Prevention Curriculum, Instruction or Training Programs Containing Each Topic or Strategy, D.A.R.E. and Other Curricular Activities

H5.11 Proportion of Programs Using Youth Roles in Regulating or Responding to Student Conduct Containing Each Topic or Activity, Peer Mediation and Other Activities

H5.12 Proportion of Programs Addressing Each Objective, Selected Packaged Programs and other Activities in the Same Categories

H5.13 Proportion of Programs With Different Types of Personnel and Experiencing Staff Turnover, Selected Programs and Other Activities in the Same Categories

H5.14 Time Activity Is Conducted and Group Targeted, Selected Packaged Programs and Other Activities in the Same Categories

H5.15 Origins and Funding, Selected Packaged Programs and Other Activities in the Same Categories

H5.16 School Amenability to Program Implementation, Integration of Program into School, Training and Support, Selected Packaged Programs and Other Activities in the Same Categories

H5.17 Program Characteristics, Selected Packaged Programs and Other Activities in the Same Categories

H5.18 Provider Characteristics, Selected Packaged Programs and Other Activities in the Same Categories

Tables for Chapter 6 – School-Level Correlates

H6.1 Correlation Between Measures of School Safety or Problem Behavior and Community and School Characteristics – Secondary Schools

H6.2 Correlation Between Measures of School Safety or Problem Behavior and Community and School Characteristics – Middle or Junior High Schools

H6.3 Correlation Between Measures of School Safety or Problem Behavior and Community and School Characteristics – High Schools

School Safety or Problem Behavior and School and Community Characteristics

Correlations between the measures of secondary school safety and problem behavior and measures of community and school characteristics are shown in Table H6.1. Correlations are shown separately for middle/junior high schools in Table H6.2 and in Table H6.3 for high schools. As expected the Concentrated Poverty and Disorganization scale based on 1990 census data for the school zip code has a substantial positive correlation with middle school teacher victimization (.50) and negative correlations with middle school classroom orderliness and school safety from teachers' perspectives (-.46 and -.40) and with student perceptions of school safety (-.53). In view of these rather large correlations, the small correlation with log crime rate based on principal reports and average student victimization are surprising. For high schools, the correlations with Concentrated Poverty and Disorganization are smaller in size.

Principals' reports of gang problems are significantly correlated with all three census variables for both levels of schools, and these reports are especially strongly correlated with the percentage of the school's students who are Hispanic.

School size (enrollment) is generally negatively associated with school safety and positively associated with disorder or problem behavior, particularly at the high school level. The largest correlations for school size are with the school crime index based on principal reports, but this is to be expected simply because that index is not standardized on school size. Naturally schools with more students are expected to report more crimes. The natural log of the rate per 1000 students of crimes reported does not show this strong association with school size.

Schools with high percentages of students Black are less safe than other schools according to both teacher and student reports, although principals do not report more crimes to the authorities in these schools.

Average student victimization has no strong correlations with any of the community or school characteristics examined in Tables H6.2 and H6.3.

Table H2.1

Number and Percentage of Schools In Which the Principal Reported That One or More Incidents of Physical Attack or Fight With Weapon Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

	Schools with incident		Schools with incident		Total incidents	
Group	*N*	*SE*	%	*SE*	*N*	*SE*
All schools	6451	897	6.7	.9	20285	5130
Level						
Elementary	1347	604	2.2	1.0	2801	1607
Middle/Junior	2553	367	21.0	2.8	7576	2290
High	2550	552	10.6	2.2	9909	4300
Location						
Rural	2167	576	4.7	1.2	9919	4618
Suburban	1787	392	7.4	1.6	5289	1840
Urban	2496	568	9.4	2.1	5077	1273
Auspices						
Public	6451	897	8.5	1.2	20285	5130

Table H2.2

Number and Percentage of Schools In Which the Principal Reported That One or More Incidents of Robbery Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

	Schools with incident		Schools with incident		Total incidents	
Group	*N*	*SE*	%	*SE*	*N*	*SE*
All schools	5680	864	5.9	.9	20167	6593
Level						
Elementary	1640	616	2.8	1.0	9264	6214
Middle/Junior	1998	307	16.7	2.4	6079	1473
High	2042	522	8.5	2.1	4824	1636
Location						
Rural	1410	453	3.1	1.0	2262	819
Suburban	2345	602	9.8	2.5	12329	6366
Urban	1925	428	7.4	1.6	5576	1530
Auspices						
Public	5481	853	7.3	1.1	19969	6592

Table H2.3

Number and Percentage of Schools In Which the Principal Reported That One or More Incidents of Physical Attack or Fight Without Weapon Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

	Schools with incident		Schools with incident		Total incidents	
Group	*N*	*SE*	%	*SE*	*N*	*SE*
All schools	42087	2560	44.2	2.4	536167	109007
Level						
Elementary	20429	2189	34.2	3.3	270186	101336
Middle/Junior	8655	573	71.8	3.4	165790	36673
High	13004	1204	55.5	4.1	100191	16450
Location						
Rural	18200	1768	40.1	3.6	206426	43964
Suburban	10785	1243	44.8	4.4	200190	98035
Urban	13102	1438	50.9	4.7	129551	19033
Auspices						
Public	37731	2411	50.3	2.7	525749	109014

Table H2.4

Number and Percentage of Schools In Which the Principal Reported That One or More Incidents of Theft or Larceny Had Been Reported to Law Enforcement, and Total Number of Such Incidents -- 1997-98 School Year

	Schools with incident		Schools with incident		Total incidents	
Group	*N*	*SE*	%	*SE*	*N*	*SE*
All schools	42783	2598	44.4	2.4	263958	26990
Level						
Elementary	20956	2218	34.7	3.3	86523	14055
Middle/Junior	8083	568	67.0	3.5	67749	9993
High	13743	1236	57.7	4.1	109685	20782
Location						
Rural	19964	1852	44.1	3.7	105326	16503
Suburban	10392	1193	42.6	4.2	63567	11315
Urban	12426	1450	46.7	4.6	95064	18215
Auspices						
Public	37858	2436	50.0	2.6	239481	24634

Table H2.5

Number and Percentage of Schools In Which the Principal Reported That One or More Incidents of Vandalism Had Been Reported to Law Enforcement, and Total Number of Such Incidents – 1997-98 School Year

	Schools with incident		Schools with incident		Total incidents	
Group	*N*	*SE*	%	*SE*	*N*	*SE*
All schools	47365	2696	49.2	2.4	191230	17270
Level						
Elementary	23718	2308	39.3	3.4	77177	12266
Middle/Junior	8132	567	67.8	3.5	45848	7285
High	15515	1281	65.1	4.0	68205	9741
Location						
Rural	21272	1879	46.8	3.7	78584	12346
Suburban	13010	1359	53.3	4.4	48568	7917
Urban	13083	1471	49.6	4.7	64078	9218
Auspices						
Public	42398	2556	56.1	2.6	173029	16045

Table H2.6

Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing a Theft of Personal Property Worth Less Than $10 or Physical Attack Not Serious Enough to See a Doctor in School in Past Month, Spring 1998

	Theft, less than $10				Attack, doctor not required			
Group	*N*	SE	Per 1000	SE	*N*	SE	Per 1000	SE
All secondary teachers	156.4	10.36	101.7	4.34	14.7	1.71	9.6	1.04
Level[a]								
Middle/Junior	66.2	4.68	119.2	5.85	7.8	1.07	14.1	1.79
High	90.2	9.25	91.9	5.90	6.9	1.34	7.0	1.25
Location[b]								
Rural	64.5	7.51	100.0	7.88	5.1	1.00	7.9	1.46
Suburban	38.5	4.50	85.1	6.95	2.9	0.88	6.4	1.87
Urban	53.3	5.80	121.4	6.47	6.7	1.08	15.3	2.22

[a] Rates for both types of victimization differ by school level, $p < .01$.

[b] Number of attacks per 1000 in urban schools differs from that in rural and suburban schools, $p < .01$. Number of thefts per 1000 in urban schools differs from that in suburban schools, $p < .001$, and from that in rural schools, $p < .05$.

Table H2.7

Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing Obscene Remarks or Damage to Personal Property Worth Less Than Ten Dollars at School — 1997-98 School Year

	Obscene remarks[a]				Damage worth less than $10[b]			
Group	*N*	SE	Per 1000	SE	*N*	SE	Per 1000	SE
All secondary teachers	648.1	41.39	421.2	11.23	423.3	25.01	275.1	6.23
Level								
Middle/Junior	253.1	15.56	455.6	14.70	170.7	10.04	307.1	8.24
High	394.9	38.35	401.8	15.84	252.6	22.91	257.0	8.62
Location								
Rural	261.3	29.12	404.7	18.21	175.4	18.34	271.8	10.30
Suburban	180.5	21.09	398.5	22.16	116.9	11.17	257.9	11.63
Urban	206.2	21.72	468.8	19.10	131.0	13.62	297.7	9.95

[a] The mean for urban schools differs from the means for rural and suburban schools, $p < .05$. Middle school mean differs from high school mean, $p < .05$.

[b] The mean for urban schools differs from the mean for suburban schools, $p < .01$. Middle and high school means differ, $p < .001$.

Table H2.8

Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing a Theft of Personal Property Worth Less Ten Dollars or Threatened in Remarks at School — 1997-98 School Year

	Theft worth less than $10[a]				Threatened in remarks[b]			
Group	*N*	SE	Per 1000	SE	*N*	SE	Per 1000	SE
All secondary teachers	368.3	21.51	239.7	6.30	330.3	22.08	214.6	7.92
Level								
Middle/Junior	155.4	9.50	280.1	9.38	132.3	9.44	238.2	11.49
High	212.9	19.30	216.8	8.21	197.9	19.96	201.2	10.65
Location								
Rural	149.3	14.85	231.6	10.24	124.9	14.52	193.4	12.06
Suburban	101.8	10.68	225.0	11.70	90.7	11.24	200.1	14.70
Urban	117.2	12.00	266.6	10.82	114.7	12.72	260.6	15.21

[a] The urban school mean differs from the rural school mean, $p < .05$, and the suburban school mean, $p < .01$. The means for middle and high schools differ, $p < .001$.

[b] The mean for urban schools differs from the mean for rural schools, $p < .001$, and suburban schools, $p < .01$. The means for middle and high schools differ, $p < .05$.

Table H2.9

Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Experiencing Damage to or Theft of Personal Property at School — 1997-98 School Year

	Damage worth more than $10[a]				Theft worth more than $10[b]			
Group	*N*	SE	Per 1000	SE	*N*	SE	Per 1000	SE
All secondary teachers	213.4	14.32	138.6	5.01	198.6	13.72	129.1	4.98
Level								
Middle/Junior	80.0	5.59	144.0	6.60	70.3	5.01	126.5	6.58
High	133.3	13.18	135.6	6.94	128.4	12.78	130.6	6.87
Location								
Rural	80.2	9.74	124.3	8.44	71.7	8.41	111.1	7.40
Suburban	58.1	6.35	128.1	8.40	55.4	6.75	122.3	8.51
Urban	75.0	8.64	170.5	8.24	71.5	8.71	162.5	9.68

[a] The mean for urban schools differs from the means for rural and suburban schools, $p < .001$.

[b] The mean for urban schools differs from the means for suburban schools ($p < .01$) and rural schools ($p < .001$).

Table H2.10

Estimated Number (in Thousands) and Number per Thousand Secondary School Teachers Physically Attacked or Who Were Confronted With a Weapon at School — 1997-98 School Year

	Attacked											
	No doctor required[a]				Doctor required[b]				Weapon			
Group	*N*	SE	Per 1000	SE	*N*	SE	Per 1000	SE	*N*	SE	Per 1000	SE
All secondary teachers	44.6	3.68	29.0	2.01	12.1	1.41	7.9	.86	8.5	1.35	5.5	.83
Level												
Middle/Junior	22.1	2.17	39.8	3.41	6.2	.88	11.2	1.49	2.6	.45	4.7	.78
High	22.4	2.98	22.8	2.43	5.9	1.09	6.0	1.04	5.9	1.27	6.0	1.23
Location												
Rural	13.9	2.07	21.6	2.80	3.0	.78	4.7	1.18	3.9	1.03	6.0	1.57
Suburban	10.9	1.79	24.0	3.23	3.3	.68	7.3	1.40	1.6	.49	3.4	1.01
Urban	19.7	2.51	44.9	4.46	5.8	.96	13.1	1.96	3.0	.73	6.9	1.47

[a] The mean for urban schools differs from the means for rural and suburban schools, $p < .001$. The means for high schools and middle schools differ, $p < .001$.

[b] The mean for urban schools differs from the means for rural schools, $p < .001$ and suburban schools, $p < .05$. The means for high schools and middle schools differ, $p < .01$.

Table H2.11

Percentage of Teachers Reporting That Students Tease Other Students or Threaten or Curse at Others Often or Almost Always by School Category

	Percentage	95% CI	*n*
Students tease other students			
All schools [a]	34	32.5 - 35.7	13253
Level			
Middle/Junior	42	39.8 - 44.3	7382
High	30	27.7 - 31.5	5871
Location			
Rural	34	31.7 - 36.7	3859
Suburban	33	30.3 - 35.7	4613
Urban	35	32.0 - 38.2	4781
Students make threats to others or curse at others			
All schools [a, b]	15	13.3 - 16.0	13247
Level			
Middle/Junior	18	16.4 - 20.4	7379
High	12	10.7 - 14.2	5868
Location			
Rural	12	10.4 - 14.3	3853
Suburban	14	11.4 - 15.9	4618
Urban	19	16.1 - 21.8	4776

Note. Percentage = weighted percentage. *n* = unweighted *n*. 95% CI = 95% confidence interval.

[a] Percentage differs significantly ($p < .001$) for school level.

[b] Percentage for urban schools differs significantly from both suburban and rural schools, $p < .01$.

Table H2.12

Percentage of Students Reporting Personal Victimization Last Month in School, by School Level and Location

	Middle/Junior			High			Total		
Type of victimization and location	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Theft, less than $1 [a, b, c]									
Rural	26	24-28	3524	18	16-20	3452	20	18-22	6976
Suburban	24	22-26	2897	14	12-16	2005	18	16-20	4902
Urban	24	22-26	2790	15	12-18	1271	18	16-20	4061
Total	25	24-26	9211	16	14-17	6728	19	18-20	15939
Physical attack [b, d, e, f]									
Rural	9.0	7.6-10.4	3528	5.4	4.2-6.6	3450	6.5	5.5-7.5	6978
Suburban	9.5	8.3-10.8	2894	4.5	3.0-6.0	2005	6.7	5.5-7.8	4899
Urban	10.7	9.1-12.4	2791	6.1	3.6-8.6	1269	7.6	5.7-9.5	4060
Total	9.8	9.0-10.6	9213	5.4	4.4-6.5	6724	6.9	6.2-7.7	15937

Note. 95% CI = 95% confidence interval.

[a] Rural high schools differ from suburban high schools, rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[b] Suburban high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[c] Urban high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[d] Rural high schools differ from rural middle schools, suburban middle schools, and urban middle schools, $p < .01$.

[e] Urban high schools differ from rural middle schools and suburban middle schools, $p < .05$.

[f] Urban high schools differ from urban middle schools, $p < .01$.

Table H2.13

Mean Teacher Reports of Safety from Vandalism, Personal Attacks, and Thefts in Specific School Locations, by School Category

Location and category	Mean	95% CI	*n*
Your classroom while teaching [d, f]			
All schools	3.4	3.41 - 3.48	13038
Level			
Middle/Junior	3.4	3.36 - 3.45	7282
High	3.5	3.42 - 3.51	5756
Location			
Rural	3.5	3.41 - 3.52	3793
Suburban	3.5	3.44 - 3.56	4551
Urban	3.4	3.30 - 3.42	4694
The cafeteria [c, e]			
All schools	3.0	2.97 - 3.07	12571
Level			
Middle/Junior	3.0	2.92 - 3.05	7128
High	3.0	2.96 - 3.12	5443
Location			
Rural	3.1	2.99 - 3.18	3716
Suburban	3.0	2.94 - 3.12	4357
Urban	2.9	2.83 - 2.99	4498
Empty classrooms [d, e]			
All schools	3.0	2.96 - 3.05	12665
Level			
Middle/Junior	3.0	2.90 - 3.01	7080
High	3.0	2.97 - 3.10	5585
Location			
Rural	3.0	2.97 - 3.13	3717
Suburban	3.0	2.96 - 3.12	4438
Urban	2.9	2.84 - 2.97	4510

continued . . .

Table H2.13 *(continued)*

Mean Teacher Reports of Safety from Vandalism, Personal Attacks, and Thefts in Specific School Locations, by School Category

Location and category	Mean	95% CI	*n*
Hallways and stairs [d, e]			
All schools	2.9	2.87 - 2.97	12894
Level			
Middle/Junior	2.9	2.80 - 2.93	7211
High	3.0	2.88 - 3.03	5683
Location			
Rural	3.0	2.90 - 3.08	3773
Suburban	3.0	2.87 - 3.06	4472
Urban	2.8	2.69 - 2.86	4649
Parking lot [b, d, e]			
All schools	2.8	2.80 - 2.91	12842
Level			
Middle/Junior	3.0	2.90 - 3.04	7166
High	2.8	2.72 - 2.87	5676
Location			
Rural	2.9	2.79 - 2.99	3769
Suburban	3.0	2.85 - 3.05	4490
Urban	2.7	2.63 - 2.79	4583
Elsewhere outside on school grounds [d, e]			
All schools	2.8	2.78 - 2.88	12851
Level			
Middle/Junior	2.9	2.80 - 2.93	7207
High	2.8	2.74 - 2.89	5644
Location			
Rural	2.9	2.79 - 2.98	3776
Suburban	2.9	2.83 - 3.02	4463
Urban	2.6	2.58 - 2.73	4612

continued . . .

Table H2.13 *(continued)*

Mean Teacher Reports of Safety from Vandalism, Personal Attacks, and Thefts in Specific School Locations, by School Category (continued)

Location and category	Mean	95% CI	*n*
Locker room or gym [c, e]			
All schools	2.7	2.65 - 2.76	11420
Level			
Middle/Junior	2.7	2.63 - 2.76	6471
High	2.7	2.64 - 2.79	4949
Location			
Rural	2.8	2.68 - 2.86	3456
Suburban	2.7	2.64 - 2.82	3947
Urban	2.6	2.50 - 2.66	4017
The restrooms used by students [a, c, e]			
All schools	2.7	2.61 - 2.74	12807
Level			
Middle/Junior	2.6	2.53 - 2.67	7185
High	2.7	2.63 - 2.80	5622
Location			
Rural	2.7	2.64 - 2.86	3784
Suburban	2.7	2.60 - 2.81	4454
Urban	2.5	2.43 - 2.63	4569

Note. Mean = weighted mean. 95% CI = 95% confidence interval for the mean. *n* = unweighted number of teachers.

[a] Means differ by school level ($p < .05$).

[b] Means differ by school level ($p < .01$).

[c] Means for urban and suburban schools differ ($p < .05$).

[d] Means for urban and suburban schools differ ($p < .01$).

[e] Means for urban and rural schools differ ($p < .01$).

[f] Means for urban and rural schools differ ($p < .05$).

Table H2.14

Means and Standard Deviations for School Characteristics According to Teacher Reports, by School Level and Location

		Middle/Junior[a]		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI
Classroom orderliness[b, g, h, i, j, l, m, o, p]							
Rural	M	**45.8**	43.9-47.6	**51.8**	49.4-54.2	**50.1**	48.3-52.0
	SD	8.3		9.8		9.8	
	n	81		75		156	
Suburban	M	**49.2**	46.8-51.6	**53.8**	51.0-56.6	**51.9**	50.0-53.8
	SD	7.9		10.0		9.4	
	n	70		55		125	
Urban	M	**40.0**	37.9-42.0	**52.5**	50.0-54.9	**47.6**	45.7-49.6
	SD	8.5		8.9		10.6	
	n	70		53		123	
Total	M	**45.3**	44.0-46.6	**52.4**	50.8-53.9	**50.0**	48.8-51.2
	SD	8.9		9.7		10.0	
	N	221		183		404	
Victimization[b, c, j, m, o, p]							
Rural	M	**52.0**	50.3-53.7	**48.2**	45.7-50.6	**49.2**	47.4-51.1
	SD	7.6		9.6		9.3	
	n	81		75		156	
Suburban	M	**49.1**	46.5-51.6	**48.5**	45.8-51.2	**48.7**	46.8-50.6
	SD	8.4		9.7		9.2	
	n	70		55		125	
Urban	M	**58.5**	56.1-60.8	**49.8**	46.6-53.1	**53.2**	50.8-55.5
	SD	9.8		11.5		11.7	
	n	70		53		123	
Total	M	**52.8**	51.5-54.1	**48.6**	46.9-50.3	**50.0**	48.8-51.2
	SD	9.2		10.1		10.0	
	N	221		183		404	

continued . . .

Table H2.14 *(continued)*
Means and Standard Deviations for School Characteristics According to Teacher Reports, by School Level and Location

Location		Middle/Junior[a]		High		Total	
		Value	95% CI	Value	95% CI	Value	95% CI
Safety[d, j, m, o, q]							
Rural	M	**48.7**	46.8-50.6	**51.6**	49.2-53.9	**50.8**	49.0-52.5
	SD	8.5		9.1		9.0	
	n	81		75		156	
Suburban	M	**51.2**	48.6-53.7	**50.8**	47.2-54.5	**51.0**	48.6-53.3
	SD	8.2		12.9		11.2	
	n	70		54		124	
Urban	M	**44.3**	42.6-46.1	**48.8**	45.5-52.2	**47.1**	44.9-49.3
	SD	7.6		11.3		10.3	
	n	70		52		122	
Total	M	**48.3**	47.0-49.6	**50.8**	49.2-52.5	**50.0**	48.8-51.2
	SD	8.6		10.5		10.0	
	N	221		181		402	
Organizational focus							
Rural	M	**50.0**	48.0-51.9	**50.6**	47.9-53.4	**50.4**	48.4-52.5
	SD	8.8		10.5		10.1	
	n	81		75		156	
Suburban	M	**50.5**	48.1-52.9	**50.6**	47.2-54.0	**50.5**	48.3-52.8
	SD	9.0		11.2		10.4	
	n	70		55		125	
Urban	M	**47.5**	45.4-49.5	**48.9**	46.1-51.6	**48.3**	46.5-50.2
	SD	8.7		9.5		9.2	
	n	70		53		123	
Total	M	**49.5**	48.2-50.7	**50.3**	48.4-52.1	**50.0**	48.7-51.3
	SD	8.9		10.5		10.0	
	N	221		183		404	

continued . . .

Table H2.14 *(continued)*

Means and Standard Deviations for School Characteristics According to Teacher Reports, by School Level and Location

Location		Middle/Junior[a]		High		Total	
		Value	95% CI	Value	95% CI	Value	95% CI
Morale[e, k, n, o, q]							
Rural	M	**49.5**	47.5-51.5	**50.6**	48.1-53.2	**50.3**	48.4-52.2
	SD	8.9		9.8		9.6	
	n	81		75		156	
Suburban	M	**51.3**	48.5-54.1	**51.0**	47.5-54.5	**51.1**	48.8-53.5
	SD	9.3		11.6		10.7	
	n	70		55		125	
Urban	M	**45.7**	43.5-47.8	**49.4**	46.6-52.3	**48.0**	46.0-50.0
	SD	9.0		10.1		9.9	
	n	70		53		123	
Total	M	**49.0**	47.7-50.4	**50.5**	48.7-52.2	**50.0**	48.7-51.2
	SD	9.3		10.3		10.0	
	N	221		183		404	
Administrator leadership[f]							
Rural	M	**50.0**	47.8-52.2	**51.3**	49.0-53.6	**51.0**	49.2-52.7
	SD	10.0		9.2		9.4	
	n	81		75		156	
Suburban	M	**50.0**	47.5-52.6	**50.0**	46.9-53.0	**50.0**	47.9-52.0
	SD	9.6		10.4		10.1	
	n	70		55		125	
Urban	M	**47.5**	45.4-49.6	**47.8**	44.5-51.2	**47.7**	45.5-49.9
	SD	9.0		11.7		10.8	
	n	70		53		123	
Total	M	**49.4**	48.0-50.7	**50.3**	48.7-51.9	**50.0**	48.8-51.2
	SD	9.7		10.1		10.0	
	N	221		183		404	

continued . . .

Table H2.14 *(continued)*

Means and Standard Deviations for School Characteristics According to Teacher Reports, by School Level and Location

		Middle/Junior[a]		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI
Planning[l, n]							
Rural	M	**50.8**	48.7-52.9	**48.4**	46.1-50.7	**49.0**	47.3-50.8
	SD	9.5		9.5		9.6	
	n	81		75		156	
Suburban	M	**53.0**	50.8-55.2	**48.7**	46.0-51.4	**50.5**	48.6-52.4
	SD	9.1		9.5		9.6	
	n	70		55		125	
Urban	M	**52.8**	50.6-55.0	**51.0**	47.6-54.4	**51.7**	49.4-54.0
	SD	9.3		12.0		11.1	
	n	70		53		123	
Total	M	**52.0**	50.7-53.2	**49.0**	47.4-50.6	**50.0**	48.8-51.1
	SD	9.4		10.1		10.0	
	N	221		183		404	

Note. 95% CI = 95% confidence interval for the mean. Four very small schools' means were based upon a single respondent. In a few cases extreme scores were trimmed to three standard deviations of the mean.

[a] The means for Classroom Orderliness, Victimization and Planning differ by school level, $p < .01$. Means for Safety differ by school level, $p < .05$.

[b] Means for urban and suburban schools differ, $p < .01$.

[c] Means for urban schools differ from rural means, $p < .01$.

[d] Means for urban schools differ from suburban and rural means, $p < .02$.

[e] Means for urban and suburban schools differ, $p < .05$.

[f] Means for rural and urban schools differ, $p < .03$.

[g] Mean for rural middle schools differs from mean for suburban high, $p < .01$.

[h] Mean for rural middle schools differs from mean for suburban middle, $p < .03$.

[i] Mean for rural middle schools differs from mean for urban high, $p < .01$.

[j] Mean for rural middle schools differs from mean for urban middle, $p < .01$.

[k] Mean for rural middle schools differs from mean for urban middle, $p < .02$.

[l] Mean for suburban high schools differs from mean for suburban middle, $p < .02$.

[m] Mean for suburban high schools differs from mean for urban middle schools, $p < .01$.

[n] Mean for suburban high schools differs from mean for urban middle schools, $p < .03$.

[o] Mean for suburban middle schools differs from mean for urban middle schools, $p < .01$.

[p] Mean for urban high schools differs from mean for urban middle schools, $p < .001$.

[q] Mean for urban high schools differs from mean for urban middle schools, $p < .05$.

Table H2.15

Percentage of Students Who Report Staying Away From Specific Places Because Someone Might Hurt or Bother Them There, by Category of Student

Place and student characteristic	Percentage	95% CI	*N*
At or on the way to school			
Any entrances into the school			
All students	8.4	7.4 - 9.4	15977
Sex			
Male	8.9	7.6 - 10.1	7609
Female	7.7	6.4 - 9.0	8084
Race/Ethnicity			
White, not Hispanic	6.0	5.2 - 6.7	10350
Black, not Hispanic	14.9	11.8 - 18.0	1929
Asian or Pacific Islander, not Hispanic	11.2	6.9 - 15.4	458
American Indian or Alaskan Native, not Hispanic	9.2	3.0 - 15.3	266
Other, not Hispanic	11.0	6.6 - 15.4	459
Hispanic	10.7	8.7 - 12.7	2171
School level			
Middle/Junior	10.9	9.8 - 12.0	9232
High	7.1	5.7 - 8.6	6745
Location			
Rural	6.5	5.4 - 7.6	6994
Suburban	7.8	6.4 - 9.1	4913
Urban	11.0	8.8 - 13.3	4070
Parts of the School Cafeteria			
All students	8.6	7.8 - 9.4	15978
Sex			
Male	9.4	8.2 - 10.6	7608
Female	7.7	6.7 - 8.7	8086
Race/Ethnicity			
White, not Hispanic	6.9	6.1 - 7.8	10348
Black, not Hispanic	13.2	10.8 - 15.7	1931
Asian or Pacific Islander, not Hispanic	7.8	4.5 - 11.2	457
American Indian or Alaskan Native, not Hispanic	11.0	5.0 - 17.0	267
Other, not Hispanic	13.4	9.0 - 17.7	460
Hispanic	10.4	7.8 - 13.0	2171
School level			
Middle/Junior	11.0	10.0 - 12.0	9234
High	7.3	6.2 - 8.5	6744
Location			
Rural	7.3	5.9 - 8.6	6996
Suburban	8.2	7.0 - 9.5	4906
Urban	10.3	8.4 - 12.2	4076

continued . . .

Table H2.15 *(continued)*

Percentage of Students Who Report Staying Away From Specific Places Because Someone Might Hurt or Bother Them There, by Category of Student

Place and student characteristic	Percentage	95% CI	*N*
Other places inside school building			
All students	9.6	8.6 - 10.4	15964
Sex			
Male	10.1	8.9 - 11.2	7603
Female	8.8	7.7 - 10.0	8077
Race/Ethnicity			
White, not Hispanic	7.3	6.4 - 8.1	10339
Black, not Hispanic	15.1	12.5 - 17.7	1928
Asian or Pacific Islander, not Hispanic	10.6	6.8 - 14.5	458
American Indian or Alaskan Native, not Hispanic	9.8	4.6 - 14.8	267
Other, not Hispanic	14.3	9.9 - 18.6	460
Hispanic	12.3	10.2 - 14.4	2168
School level			
Middle/Junior	12.7	11.6 - 13.7	9223
High	7.9	6.6 - 9.1	6741
Location			
Rural	8.1	6.8 - 9.3	6989
Suburban	8.7	7.4 - 10.0	4911
Urban	11.8	10.0 - 13.7	4064
Any hallways or stairs in the school			
All students	9.7	8.8 - 10.6	15974
Sex			
Male	10.3	9.0 - 11.6	7608
Female	8.7	7.6 - 9.8	8082
Race/Ethnicity			
White, not Hispanic	7.6	6.6 - 8.5	10343
Black, not Hispanic	15.4	13.1 - 17.7	1931
Asian or Pacific Islander, not Hispanic	8.7	4.8 - 12.6	458
American Indian or Alaskan Native, not Hispanic	10.9	5.7 - 16.1	267
Other, not Hispanic	12.5	8.1 - 17.0	459
Hispanic	11.8	10.1 - 13.5	2172
School level			
Middle/Junior	11.6	10.5 - 12.7	9236
High	8.7	7.4 - 9.9	6738
Location			
Rural	7.6	6.3 - 8.8	6987
Suburban	9.8	8.4 - 11.2	4913
Urban	11.7	9.9 - 13.5	4074

continued . . .

Table H2.15 *(continued)*
Percentage of Students Who Report Staying Away From Specific Places Because Someone Might Hurt or Bother Them There, by Category of Student

Place and student characteristic	Percentage	95% CI	*N*
The shortest way to school or the bus			
All students	9.9	8.8 - 10.9	15946
Sex			
Male	10.4	9.2 - 11.6	7589
Female	9.2	7.9 - 10.4	8073
Race/Ethnicity			
White, not Hispanic	6.8	6.0 - 7.7	10328
Black, not Hispanic	18.3	15.8 - 20.8	1927
Asian or Pacific Islander, not Hispanic	8.7	4.7 - 12.7	455
American Indian or Alaskan Native, not Hispanic	12.3	7.0 - 17.7	266
Other, not Hispanic	15.7	10.7 - 20.7	458
Hispanic	13.5	11.3 - 15.6	2168
School level			
Middle/Junior	13.4	12.2 - 14.7	9211
High	8.0	6.6 - 9.4	6735
Location			
Rural	8.1	6.6 - 9.7	6983
Suburban	9.7	7.9 - 11.5	4899
Urban	11.8	9.7 - 13.9	4064
Any school restrooms			
All students	11.1	10.2 - 12.1	15964
Sex			
Male	12.1	10.8 - 13.3	7599
Female	10.1	9.0 - 11.2	8080
Race/Ethnicity			
White, not Hispanic	9.2	8.2 - 10.3	10341
Black, not Hispanic	15.2	12.6 - 17.9	1926
Asian or Pacific Islander, not Hispanic	10.8	7.6 - 13.9	458
American Indian or Alaskan Native, not Hispanic	10.5	5.8 - 15.2	267
Other, not Hispanic	16.9	12.5 - 21.3	459
Hispanic	14.2	12.5 - 16.0	2169
School level			
Middle/Junior	14.4	13.2 - 15.7	9224
High	9.4	8.2 - 10.7	6740
Location			
Rural	10.1	8.4 - 11.7	6982
Suburban	10.0	8.6 - 11.4	4911
Urban	13.3	11.5 - 15.1	4071

continued . . .

Table H2.15 *(continued)*
Percentage of Students Who Report Staying Away From Specific Places Because Someone Might Hurt or Bother Them There, by Category of Student

Place and student characteristic	Percentage	95% CI	*N*
Other places on the school grounds			
All students	11.5	10.4 - 12.6	15965
Sex			
Male	11.6	10.2 - 13.0	7601
Female	11.1	9.9 - 12.4	8080
Race/Ethnicity			
White, not Hispanic	9.3	8.2 - 10.4	10336
Black, not Hispanic	16.6	14.2 - 19.0	1928
Asian or Pacific Islander, not Hispanic	10.0	6.8 - 13.3	458
American Indian or Alaskan Native, not Hispanic	13.5	7.3 - 19.6	267
Other, not Hispanic	13.3	8.6 - 18.0	460
Hispanic	14.9	12.5 - 17.3	2172
School level			
Middle/Junior	15.0	13.8 - 16.3	9224
High	9.6	8.1 - 11.1	6741
Location			
Rural	9.6	8.0 - 11.3	6990
Suburban	10.9	9.1 - 12.7	4905
Urban	13.9	11.9 - 15.9	4070
Away from school			
Outside on the street where you live			
All students	10.1	9.1 - 11.1	15977
Sex			
Male	10.4	9.2 - 11.7	7611
Female	9.7	8.5 - 11.0	8082
Race/Ethnicity			
White, not Hispanic	6.8	5.8 - 7.8	10350
Black, not Hispanic	18.5	15.2 - 21.8	1928
Asian or Pacific Islander, not Hispanic	12.9	8.3 - 17.4	458
American Indian or Alaskan Native, not Hispanic	15.4	8.9 - 21.9	267
Other, not Hispanic	15.8	10.4 - 21.3	461
Hispanic	13.9	11.3 - 16.5	2169
School level			
Middle/Junior	13.0	11.8 - 14.2	9235
High	8.6	7.2 - 10.0	6742
Location			
Rural	7.6	6.2 - 9.1	6996
Suburban	8.8	7.5 - 10.2	4909
Urban	13.7	11.5 - 15.9	4072

continued . . .

Table H2.15 *(continued)*

Percentage of Students Who Report Staying Away From Specific Places Because Someone Might Hurt or Bother Them There, by Category of Student

Place and student characteristic	Percentage	95% CI	*N*
Any other place in your neighborhood			
All students	16.5	14.9 - 18.2	15970
Sex			
Male	14.8	13.0 - 16.6	7604
Female	17.9	16.3 - 19.5	8083
Race/Ethnicity			
White, not Hispanic	13.2	11.6 - 14.9	10343
Black, not Hispanic	22.9	19.7 - 26.0	1931
Asian or Pacific Islander, not Hispanic	16.7	11.5 - 21.9	458
American Indian or Alaskan Native, not Hispanic	17.5	11.0 - 24.0	267
Other, not Hispanic	27.2	21.1 - 33.4	461
Hispanic	21.8	19.3 - 24.2	2166
School level			
Middle/Junior	19.8	18.5 - 21.0	9225
High	14.8	12.4 - 17.3	6745
Location			
Rural	12.7	11.2 - 14.2	6989
Suburban	15.5	13.6 - 17.4	4909
Urban	21.4	17.9 - 24.9	4072

Note. Percentage = weighted percentage. 95% CI = 95% confidence interval for percentage. *N* = unweighted number of respondents. Hispanic persons may belong to any ethnic/racial category.

Table H2.16

Percentage of Students Experiencing Specific Threats or Violence This Year in School, by Category

Experience and student category	Percentage	95% CI	*n*
Seen a teacher threatened by a student			
All students	28	26.5 - 30.2	15965
Sex			
Male	30	27.6 - 32.2	7595
Female	27	24.6 - 29.1	8087
Race/Ethnicity			
White, not Hispanic	27	24.7 - 29.0	10341
Black, not Hispanic	40	36.7 - 44.4	1928
Asian or Pacific Islander, not Hispanic	18	11.4 - 24.6	458
American Indian or Alaskan native, not Hispanic	33	18.4 - 47.4	267
Other, not Hispanic	35	28.5 - 42.1	459
Hispanic	25	21.5 - 28.1	2169
School level			
Middle/Junior	30	28.5 - 32.5	9226
High	27	24.5 - 29.9	6739
Had to fight to protect yourself			
All students	20	18.9 - 21.8	15974
Sex			
Male	28	26.2 - 30.5	7603
Female	12	11.0 - 13.9	8087
Race/Ethnicity			
White, not Hispanic	17	15.7 - 18.8	10345
Black, not Hispanic	27	21.8 - 32.1	1929
Asian or Pacific Islander, not Hispanic	15	10.7 - 19.9	458
American Indian or Alaskan native, not Hispanic	27	20.6 - 33.7	267
Other, not Hispanic	30	24.2 - 36.9	460
Hispanic	25	22.1 - 28.8	2171
School level			
Middle/Junior	28	27.0 - 29.8	9230
High	16	14.3 - 17.9	6744

continued . . .

Table H2.16 *(continued)*

Percentage of Students Experiencing Specific Threats or Violence This Year in School, by Category

Experience and student category	Percentage	95% CI	*n*
Seen a teacher hit or attacked by a student			
All students	12	10.4 - 12.9	15966
Sex			
Male	14	11.9 - 15.2	7595
Female	10	8.5 - 11.1	8087
Race/Ethnicity			
White, not Hispanic	10	8.5 - 10.7	10340
Black, not Hispanic	21	17.0 - 25.0	1930
Asian or Pacific Islander, not Hispanic	9	4.5 - 13.1	457
American Indian or Alaskan native, not Hispanic	12	5.6 - 18.5	267
Other, not Hispanic	17	11.5 - 22.2	461
Hispanic	12	8.7 - 14.4	2168
School level			
Middle/Junior	15	13.7 - 17.0	9225
High	10	8.0 - 11.3	6741

Note. Percentage = weighted percentage. 95% CI = 95% confidence interval for percentage. *n* = unweighted number of respondents. Percentages did not differ significantly by location. Hispanic persons may belong to any ethnic/racial category.

Table H2.17

School Means and Standard Deviations for School Safety, Victimization, and Problem Behavior Scales from the Student Questionnaire, by School Level and Location

Location		Middle/Junior		High		Total	
		Value	95% CI	Value	95% CI	Value	95% CI
School safety [a, b, c]							
Rural	M	**45.5**	42.7-48.3	**53.8**	51.6-56.0	**51.3**	49.5-53.2
	SD	8.8		8.0		9.1	
	n	69		55		124	
Suburban	M	**48.3**	45.9-50.6	**53.6**	50.7-56.4	**51.4**	49.4-53.5
	SD	7.8		8.9		8.9	
	n	57		42		99	
Urban	M	**39.9**	37.4-42.3	**48.6**	44.0-53.3	**45.3**	42.2-48.5
	SD	9.1		11.8		11.7	
	n	56		31		87	
Total	M	**44.9**	43.3-46.5	**52.6**	50.9-54.4	**50.0**	48.7-51.3
	SD	9.2		9.4		10.0	
	N	182		128		310	
Victimization [a]							
Rural	M	**55.7**	52.3-59.0	**47.5**	44.5-50.4	**49.9**	47.6-52.3
	SD	10.0		9.1		10.1	
	n	69		55		124	
Suburban	M	**54.4**	52.1-56.6	**46.2**	42.7-49.7	**49.5**	47.2-51.7
	SD	6.7		10.0		9.7	
	n	57		42		99	
Urban	M	**57.7**	55.9-59.6	**46.5**	43.0-50.1	**50.8**	48.1-53.4
	SD	6.8		9.4		10.1	
	n	56		31		87	
Total	M	**55.8**	54.1-57.5	**47.0**	45.0-48.9	**50.0**	48.5-51.4
	SD	8.5		9.4		10.0	
	N	182		128		310	

continued . . .

Table H2.17 *(continued)*

School Means and Standard Deviations for School Safety, Victimization, and Problem Behavior Scales from the Student Questionnaire, by School Level and Location

		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI
Self-report delinquency							
Rural	M	**49.5**	46.9-52.1	**50.7**	47.9-53.5	**50.4**	48.3-52.5
	SD	9.5		9.7		9.6	
	n	69		55		124	
Suburban	M	**48.3**	46.1-50.6	**48.6**	45.3-52.0	**48.5**	46.4-50.7
	SD	7.7		11.1		9.9	
	n	57		42		99	
Urban	M	**51.2**	49.2-53.2	**50.6**	46.1-55.0	**50.8**	48.0-53.6
	SD	7.5		12.3		10.8	
	n	56		31		87	
Total	M	**49.6**	48.2-51.0	**50.2**	48.3-52.2	**50.0**	48.6-51.4
	SD	8.6		10.6		10.0	
	N	182		128		310	
Last-year variety drug use [a]							
Rural	M	**46.2**	43.9-48.5	**53.1**	50.2-56.1	**51.0**	48.8-53.3
	SD	8.9		10.0		10.2	
	n	69		55		124	
Suburban	M	**43.6**	41.7-45.4	**52.6**	49.0-56.2	**49.0**	46.7-51.3
	SD	6.0		11.5		10.7	
	n	57		42		99	
Urban	M	**45.1**	43.6-46.6	**50.9**	47.5-54.3	**48.7**	46.6-50.9
	SD	5.7		8.9		8.3	
	n	56		31		87	
Total	M	**45.2**	43.9-46.4	**52.5**	50.6-54.5	**50.0**	48.6-51.4
	SD	7.5		10.2		10.0	
	N	182		128		310	

Note. 95% CI = 95% confidence interval for the M.

[a] Means for high schools and middle schools differ ($p < .001$).

[b] Means for urban schools and suburban schools differ ($p < .01$).

[c] Means for urban schools and rural schools differ ($p < .01$).

Table H2.18

Percentage of Students Reporting Minor Thefts or Attacks in Recent Month, 1976 Safe School Study and 1998 National Study of Delinquency Prevention in Schools

	1976		1998	
Crime and school characteristic	%	SE	%	SE
Theft, less than $1				
Total	51.0	1.70	18.9	.61
Middle/Junior	75.0	3.27	24.8	.58
High	39.6	1.65	15.7	.71
Rural	58.4	2.98	20.3	.92
Suburban	49.1	2.55	18.3	1.01
Urban	42.7	2.57	17.9	1.20
Physical attack				
Total	9.8	.55	6.9	.40
Middle/Junior	17.4	1.03	9.8	.41
High	6.1	.50	5.4	.52
Rural	8.9	1.18	6.5	.51
Suburban[a]	9.5	.63	6.7	.59
Urban[b]	11.9	1.63	7.6	.95

Note. Estimates from the Safe School Study are based on unpublished tabulations of 11 August 1978 provided by Shi Chang Wu in personal communication.

[a] For the Safe School Study, suburban = non-central city portion of SMSAs.

[b] For the Safe School Study, urban = SMSA central cities with 500,000 or more in population in 1970.

Table H2.19

Rate per Thousand Teachers Reporting Minor Thefts or Attacks in Recent Month, 1976 Safe School Study and 1998 National Study of Delinquency Prevention in Schools

Crime and school characteristic	1976		1998	
	Rate	SE	Rate	SE
Theft, less than $10[a]				
Total	176	7.8	102	4.3
Middle/Junior	187	10.3	119	5.8
High	171	10.2	92	5.9
Rural	142	14.9	100	7.9
Suburban	175	9.8	85	7.0
Urban	241	20.2	121	6.5
Physical attack, no doctor				
Total	4.5	.64	9.6	1.04
Middle/Junior	8.2	1.63	14.1	1.79
High	2.6	.52	7.0	1.25
Rural	.8	.52	7.9	1.46
Suburban[b]	3.4	.77	6.4	1.87
Urban[c]	19.6	4.38	15.3	2.22

Note. Estimates from the Safe School Study are based on unpublished tabulations of 11 August 1978 provided by Shi Chang Wu in personal communication.

[a] For the Safe School Study, excludes thefts of less than $1.

[b] For the Safe School Study, suburban = non-central city portion of SMSAs.

[c] For the Safe School Study, urban = SMSA central cities with 500,000 or more in population in 1970.

Table H2.20

Percentage of Students Aged 12-19 Who Reported Avoiding One or More of Five Places in School

	NSDPS		SCS	
Group	%	SE	%	SE
All students	19.9	.7	–	–
11 years or younger	33.3	2.5	–	–
12	28.8	1.3	11.6	.8
13	24.2	1.1	10.9	.8
14	21.7	1.2	8.6	.7
15	20.0	1.5	8.7	.8
16	15.2	1.6	6.8	.6
17	14.7	1.6	6.5	.7
18 (or older)[a]	14.0	1.7	5.8	1.0
19	–	–	7.9	2.6
Students aged 12 or older	19.5	.7	8.7	.3
White, not Hispanic	16.5	.8	7.0	.3
Black, not Hispanic	28.0	2.1	12.0	1.0
Asian, not Hispanic	21.7	2.8	–	–
Native American, not Hispanic	16.8	3.7	–	–
Other, not Hispanic[b]	26.2	2.9	10.9	1.6
Hispanic	23.0	1.4	13.0	1.1
Male	20.2	1.0	8.7	.4
Female	18.7	.9	8.6	.5
Rural	15.8	1.0	6.9	.6
Suburban	19.0	1.0	7.9	.4
Urban	23.7	1.5	11.8	.7

Note. NSDPS = National Study of Delinquency Prevention in Schools, SCS = School Crime Supplement to the National Crime Victimization Survey. In NSDPS, students were asked, "Do you usually *stay away* from any of the following places because someone might hurt or bother you there?" The SCS asked household members aged 12-19 years, who had attended school any time during the past six months and who were enrolled in a school that could lead to a high school diploma, "Did you stay away from any of the following places because you thought someone might attack or hurt you there?" The five places contributing to this table are the entrances into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, other places inside the school building. SCS results are adapted from Kaufman, Chen, Choy, Chandler, Chapman, Rand, & Ringel (1998).

[a] In NSDPS secondary school students indicated their ages using a list in which the top category was "18 years or older."

[b] Asian and Native American groups were not tabulated separately for the SCS.

Table H2.21

Self-Reported Delinquent Behavior in the Last Twelve Months by Student Sex (Percentage Reporting Each Behavior)

	Boys[a]		Girls[b]	
Behavior	%	95% CI	%	95% CI
Hit or threatened to hit other students	44	41.3 - 46.0	27	25.4 - 29.4
Stolen or tried to steal things worth less than $50	24	22.0 - 25.2	15	13.4 - 16.6
Purposely damaged or destroyed other property that did not belong to you, not counting family or school property	26	25.1 - 28.0	12	10.3 - 12.8
Purposely damaged or destroyed property belonging to a school	21	19.2 - 22.8	11	9.7 - 12.0
Taken a car for a ride (or drive) without the owner's permission	12	10.6 - 13.2	8	7.2 - 8.9
Sold marijuana or other drugs	13	11.8 - 15.0	6	4.9 - 7.0
Stolen or tried to steal something worth more than $50	11	10.2 - 12.4	5	4.5 - 6.5
Carried a hidden weapon other than a pocket knife	12	11.2 - 13.8	4	2.9 - 4.5
Broken into or tried to break into a building or car to steal something or just to look around	11	9.9 - 12.6	4	3.8 - 5.4
Been involved in gang fights	10	8.9 - 11.6	5	4.1 - 6.0
Used force or strong-arm methods to get money or things from a person	9	7.5 - 9.7	3	2.1 - 3.2
Hit or threatened to hit a teacher or other adult at school	7	5.7 - 7.6	3	2.6 - 4.0

Note. Table shows weighted percentages.

[a] Unweighted *n* ranges from 7587 to 7608. [b] Unweighted *n* ranges from 8079 to 8095.

Table H2.22

Self-Reported Delinquent Behavior in the Last Twelve Months by Location (Percentage Reporting Each Behavior)

	Urban[a]		Suburban[b]		Rural[c]		Total[d]	
Behavior	%	95% CI	%	95% CI	%	95% CI	%	95% CI
Hit or threatened to hit other students	34	30.7 - 38.6	32	29.4 - 35.5	38	35.8 - 41.0	35	33.5 - 37.1
Stolen or tried to steal things worth less than $50	19	17.3 - 21.2	20	18.4 - 21.7	18	16.1 - 20.4	19	18.0 - 20.2
Purposely damaged or destroyed other property that did not belong to you, not counting family or school property	18	15.1 - 20.1	19	17.0 - 20.5	20	18.6 - 21.5	19	17.7 - 20.0
Purposely damaged or destroyed property belonging to a school	16	13.3 - 18.4	16	14.2 - 17.6	16	13.6 - 17.5	16	14.6 - 17.0
Taken a car for a ride (or drive) without the owner's permission	10	8.7 - 12.1	8	7.3 - 9.8	11	9.3 - 12.1	10	9.1 - 10.8
Sold marijuana or other drugs	10	8.0 - 12.5	9	7.0 - 10.5	10	8.2 - 11.2	10	8.5 - 10.7
Stolen or tried to steal something worth more than $50	10	8.3 - 11.0	8	6.9 - 9.2	7	6.0 - 8.5	8	7.6 - 9.0
Carried a hidden weapon other than a pocket knife	8	6.5 - 10.6	7	5.6 - 7.9	8	7.2 - 9.9	8	7.1 - 8.9
Broken into or tried to break into a building or car to steal something or just to look around	7	5.8 - 9.1	7	6.0 - 8.3	9	7.4 - 10.2	8	7.0 - 8.7
Been involved in gang fights	8	6.5 - 10.6	6	5.3 - 7.6	8	6.1 - 9.3	8	6.7 - 8.5
Used force or strong-arm methods to get money or things from a person	6	5.1 - 7.5	4	3.5 - 5.3	6	4.6 - 6.8	6	4.9 - 6.1
Hit or threatened to hit a teacher or other adult at school	5	4.0 - 7.0	4	2.9 - 4.6	5	4.2 - 6.5	5	4.2 - 5.6

Note. Table shows weighted percentages.

[a] Unweighted n ranges from 4069 to 4078. [b] Unweighted n ranges from 4899 to 4915. [c] Unweighted n ranges from 6983 to 6995. [d] Unweighted N ranges from 15951 to 15984.

Table H3.1

Percentage of Schools Providing Various Kinds of Isolated Information by School Level

	Elementary (*n* = 275-284)		Middle/Junior (*n* = 276-280)		High (*n* = 264-266)		Total (*N* = 816-830)	
Kind of Information	%	95% CI	%	95% CI	%	95% CI	%	95% CI
Tobacco	80	75-85	91	88-95	90	86-94	84	81-87
Alcohol	78	73-83	92	88-95	92	89-96	83	80-86
Other drugs	78	73-83	90	86-93	90	86-94	83	79-86
Violence	56	50-62	76	71-81	71	65-77	62	58-66
Accidents	55	49-61	53	47-60	59	53-66	56	52-60
Health or mental health services	45	40-51	65	59-71	61	54-67	52	48-56
Risky sexual behavior	30	25-36	70	64-76	79	73-84	48	44-52
Other	9	6 -13	10	7 -14	8	4 -11	9	7 -11

Table H3.2

Percentage of Schools Using Various Organizational Arrangements to Prevent Problem Behavior or Promote School Orderliness

	Elementary (*n* = 283-289)		Middle/Junior (*n* = 277-283)		High (*n* = 266-269)		Total (*N* = 828-840)	
Activity or arrangement	%	95% CI	%	95% CI	%	95% CI	%	95% CI
Mixing students of differing conduct or ability together in classes	67	61-73	82	76-87	70	63-76	69	65-73
Decreases in class size	33	27-38	35	29-41	30	24-36	32	28-36
Grouping of students by ability or achievement	23	18-28	49	42-55	38	32-44	30	27-34
Stringent criteria for grade-to-grade promotion	24	19-29	35	29-40	43	36-49	30	26-34
Grade-level "houses" or teams	21	16-25	66	60-72	15	10-20	25	22-28
Block scheduling	12	8-16	45	38-51	31	25-37	21	18-24
Increasing the length of class periods	10	6-13	32	26-37	33	27-39	19	16-21
Relaxed grade-to-grade promotion criteria	13	9-17	26	20-31	8	4-11	13	10-16
Grouping of students by effort or conduct	12	8-16	14	10-18	14	10-19	13	10-15
Shortened lunch period	9	6-12	19	14-24	16	11-21	12	10-14
Decreasing the number of periods in the day	2	1-4	23	18-28	22	17-28	10	8-12
Increasing the number of periods in the day	6	3-8	18	14-23	18	13-23	10	8-13
Schools within a school	3	1-4	28	23-34	12	8-16	8	7-10
Decreasing the length of class periods	4	1-6	14	9-18	11	7-15	7	5-8
Lengthened lunch period	4	1-6	8	5-11	11	7-16	6	4-8
Increases in class size	3	1-5	8	5-11	6	3-10	5	3-6
Having classes at night or on weekends	2	0-3	8	4-11	9	5-12	4	3-6
Separation of students by sex	2	0-4	2	0-3	4	2-7	2	1-4

Note: 95% CI = 95% confidence interval.

Table H3.3

Percentage of Schools Using Each of Several Activities or Arrangements That Influence Student Population, by Level and by Location

Practice	%	95% CI	*n*
Specialization in attractive educational programs such as science, music, technology [d, e]			
All schools	27	24.0 - 31.0	833
Elementary	25	20.2 - 30.1	287
Middle	25	19.4 - 30.1	279
High	34	28.4 - 40.5	267
Rural	19	14.2 - 24.1	301
Suburban	30	23.9 - 37.2	277
Urban	38	31.1 - 45.6	255
Assignment of students with academic or learning problems *to this school* [d]			
All schools	23	20.0 - 26.8	837
Elementary	23	18.1 - 27.8	287
Middle	24	18.8 - 29.6	282
High	24	18.6 - 29.6	268
Rural	17	12.6 - 21.9	303
Suburban	27	20.4 - 33.4	281
Urban	30	23.4 - 37.5	253
Assignment of students with educational or behavioral problems to *other schools*			
All schools	22	19.1 - 25.6	835
Elementary	20	15.1 - 24.4	286
Middle	29	23.3 - 34.4	282
High	25	19.5 - 31.1	267
Rural	20	15.2 - 25.2	301
Suburban	20	14.8 - 25.8	280
Urban	28	21.1 - 34.7	254

continued . . .

Table H3.3 *(continued)*
Percentage of Schools Using Each of Several Activities or Arrangements That Influence Student Population, by Level and by Location

Practice	%	95% CI	n
Admission fees or tuition [a, b, c]			
All schools	21	17.9 - 24.6	837
Elementary	20	15.1 - 24.5	288
Middle	8	3.8 - 13.3	283
High	32	25.6 - 37.6	266
Rural	16	11.0 - 20.4	303
Suburban	26	19.5 - 32.3	280
Urban	26	19.3 - 32.9	254
Assignment of students with behavior or adjustment problems *to this school*			
All schools	19	16.3 - 22.6	837
Elementary	18	13.2 - 22.0	287
Middle	23	18.0 - 28.7	283
High	22	16.5 - 27.6	267
Rural	17	12.4 - 21.6	303
Suburban	20	14.0 - 25.5	281
Urban	23	17.0 - 29.8	253
Student recruitment programs [a, b, d]			
All schools	14	11.5 - 16.9	839
Elementary	11	7.5 - 14.9	288
Middle	8	5.2 - 12.2	283
High	24	19.3 - 29.8	268
Rural	9	6.2 - 13.8	302
Suburban	15	10.0 - 19.8	281
Urban	21	15.6 - 27.2	256

continued . . .

Table H3.3 *(continued)*

Percentage of Schools Using Each of Several Activities or Arrangements That Influence Student Population, by Level and by Location

Practice	%	95% CI	*n*
Selective admissions practices (e.g., high test scores, good conduct, high grade average, or other entry requirements) [a, b, d, e]			
All schools	14	11.5 - 16.6	836
Elementary	11	7.5 - 14.6	287
Middle	8	4.5 - 13.3	283
High	24	19.3 - 29.1	266
Rural	6	4.0 - 9.6	302
Suburban	20	14.6 - 25.6	279
Urban	21	15.3 - 27.4	255
Preference for students of a particular religion, faith, culture, ethnicity, or political inclination [a, c]			
All schools	12	9.4 - 15.0	841
Elementary	14	9.9 - 18.4	288
Middle	4	1.6 - 7.5	283
High	12	7.6 - 15.5	270
Rural	10	5.4 - 13.9	303
Suburban	15	9.8 - 20.4	281
Urban	14	8.1 - 19.1	257
Scholarships or tuition waivers [a, d]			
All schools	12	9.4 - 14.8	839
Elementary	12	7.9 - 15.5	287
Middle	6	1.8 - 10.8	283
High	16	11.8 - 20.9	269
Rural	7	4.6 - 11.3	303
Suburban	12	6.9 - 16.4	280
Urban	20	14.1 - 26.7	256

continued . . .

Table H3.3 *(continued)*

Percentage of Schools Using Each of Several Activities or Arrangements That Influence Student Population, by Level and by Location

Practice	%	95% CI	*n*
Assignment of students under court or juvenile services supervision *to this school* [b, c]			
All schools	10	7.7 - 11.8	834
Elementary	4	2.3 - 6.9	287
Middle	16	11.7 - 21.4	280
High	19	14.0 - 24.4	267
Rural	10	6.9 - 13.7	303
Suburban	9	5.9 - 13.3	278
Urban	9	6.5 - 13.7	253
Another practice or arrangement that influences the composition of the school's student population [d]			
All schools	11	8.6 - 13.5	823
Elementary	10	7.0 - 14.0	280
Middle	10	6.3 - 13.2	276
High	13	8.8 - 17.5	267
Rural	6	3.7 - 9.4	294
Suburban	13	8.0 - 17.7	278
Urban	18	11.9 - 23.6	251

Note. % = weighted percentage; 95% CI = 95% confidence interval; *n* = unweighted number of respondents.

[a] The proportion for high schools and middle schools differs $p < .01$.

[b] The proportion for high schools and elementary schools differs $p < .01$.

[c] The proportion for middle schools and elementary schools differs $p < .01$.

[d] The proportion for urban schools and rural schools differs $p < .01$.

[e] The proportion for suburban schools and rural schools differs $p < .01$.

Table H3.4

Means and Standard Deviations for Selectivity and Problem Magnet Scales Scored from the Phase 1 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Selectivity									
Rural	M	**47.6**	46.1-49.1	**46.6**	44.4-48.9	**49.4**	47.7-51.2	**48.1**	47.0-49.1
	SD	7.8		7.3		9.0		8.2	
	n	105		92		104		301	
Suburban	M	**50.2**	48.2-52.4	**47.1**	44.8-49.5	**57.0**	54.1-59.8	**51.0**	49.5-52.6
	SD	10.1		7.3		12.6		10.7	
	n	92		104		82		278	
Urban	M	**51.5**	49.1-53.9	**47.4**	46.1-48.7	**57.7**	54.7-60.8	**52.2**	50.5-54.0
	SD	10.8		6.4		13.2		11.3	
	n	89		87		75		251	
Total	M	**49.5**	48.4-50.7	**47.0**	45.8-48.2	**52.7**	51.3-54.1	**50.0**	49.2-50.8
	SD	9.6		7.1		11.4		10.0	
	N	286		283		261		830	
Problem student attraction									
Rural	M	**47.5**	46.1-48.9	**51.4**	48.7-54.0	**51.0**	48.7-53.3	**49.1**	48.0-50.3
	SD	7.4		11.6		11.6		9.7	
	n	105		92		106		303	
Suburban	M	**50.3**	48.4-52.2	**50.4**	48.2-52.5	**50.4**	48.0-52.8	**50.4**	49.0-51.7
	SD	9.2		10.4		11.3		9.8	
	n	92		102		84		278	
Urban	M	**50.5**	48.4-52.5	**52.0**	49.3-54.8	**52.8**	49.9-55.7	**51.1**	49.6-52.6
	SD	9.5		12.4		12.3		10.5	
	n	89		86		75		250	
Total	M	**49.2**	48.2-50.2	**51.2**	49.7-52.7	**51.3**	49.7-52.8	**50.0**	49.2-50.8
	SD	8.7		11.4		11.8		10.0	
	N	286		280		265		831	

Notes. 95% CI = 95% confidence interval for the mean.

Table H3.5

Percentage of Schools Providing Prevention or Treatment Services for Administrators, Faculty, or Staff by School Level and Location

	Elementary			Middle/Junior			High			Total		
Treatment or prevention service and location	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Alcohol, tobacco, or other drug prevention or treatment												
Rural	30	21-39	104	37	27-48	93	29	20-38	105	31	25-37	302
Suburban	40	30-50	90	57	46-68	103	50	39-61	83	44	37-52	276
Urban	52	42-63	91	59	48-69	87	50	39-61	79	53	45-60	257
Total	40	34-45	285	49	43-55	283	38	32-44	267	40	36-44	835
Anger management or self-control training												
Rural	20	13-28	104	25	16-35	93	20	12-28	105	21	16-26	302
Suburban	28	19-38	90	37	27-47	103	37	26-47	83	31	25-38	276
Urban	29	20-39	91	51	41-62	87	36	25-46	79	33	26-40	257
Total	25	20-30	285	36	30-42	283	27	21-32	267	27	23-31	835
Other health or mental health services												
Rural	30	21-39	104	35	25-45	93	27	18-36	103	30	24-36	300
Suburban	44	34-55	89	55	44-65	103	46	35-57	83	46	39-54	275
Urban	45	34-55	91	62	51-72	87	54	42-65	78	49	41-56	256
Total	39	33-44	284	48	42-54	283	37	30-43	264	39	35-43	831

Note. 95% CI = 95% confidence interval.

Table H3.6

Percentage of Schools Using Selected Architectural Design or Structural Features to Prevent Problem Behavior or Promote School Orderliness, by School Level and Location

	Elementary			Middle/Junior			High			Total		
Design or structural feature and location	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Gates, fences, walls, barricades outside the building												
Rural	36	27-45	104	25	16-34	93	27	18-36	106	32	26-38	303
Suburban	43	33-54	90	20	12-28	103	32	22-43	84	38	30-45	277
Urban	54	43-64	91	47	36-58	87	44	33-55	79	51	43-58	257
Total	43	38-49	285	29	24-35	283	32	26-38	269	39	35-43	837
Closed or blocked off sections of the building												
Rural	10	4-16	103	22	14-31	93	28	19-36	106	17	13-22	302
Suburban	5	2-12	90	16	9-23	103	34	24-45	84	12	9-16	277
Urban	18	10-26	91	26	16-35	87	25	15-35	79	20	14-26	257
Total	11	7-15	284	21	16-26	283	28	23-34	269	17	14-20	836

Note. 95% CI = 95% confidence interval.

Table H3.7

Percentage of Schools with Formal Written Rules or Policies About Visitor Sign-out and Uniforms, by School Level and Location

	Elementary			Middle/Junior			High			Total		
Policy and location	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*n*	%	95% CI	*N*
Visitor sign-out [a]												
Rural	68	57-79	79	71	60-81	78	48	37-60	78	62	55-70	235
Suburban	84	75-94	66	67	50-83	70	66	52-80	60	77	70-85	196
Urban	72	60-84	66	87	80-95	70	64	51-78	51	72	64-81	187
Total	74	67-80	211	74	67-81	218	55	48-63	189	69	64-74	618
Uniform [b]												
Rural	8	4-16	78	13	5-21	77	11	5-21	76	9	6-14	231
Suburban	38	26-50	66	23	6-40	72	42	27-56	58	36	28-44	196
Urban	48	36-61	69	32	21-44	64	25	12-38	45	42	33-52	178
Total	28	23-35	213	21	14-28	213	21	14-27	179	26	21-30	605

Note. 95% CI = 95% confidence interval. *n* = unweighted number of respondents.

[a] Suburban differs from rural, $p < .01$.

[b] Rural differs from suburban and urban, $p = .001$.

Table H3.8

Means and Standard Deviations for Scales Scored from the Phase 2 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Number of written rules									
Rural	M	**46.9**	44.1-49.7	**54.2**	52.7-55.7	**51.0**	49.0-53.0	**49.1**	47.4-50.9
	SD	11.3		6.6		8.1		10.2	
	n	79		80		81		240	
Suburban	M	**50.4**	48.5-52.3	**53.6**	50.6-56.5	**50.7**	47.7-53.6	**51.0**	49.6-52.4
	SD	7.7		7.2		9.7		8.2	
	n	66		72		60		198	
Urban	M	**48.4**	45.2-51.7	**57.6**	56.5-58.8	**53.2**	50.9-55.5	**50.5**	48.3-52.8
	SD	11.7		4.8		8.4		11.0	
	n	66		70		53		189	
Total	M	**48.3**	46.7-50.0	**54.9**	53.7-56.0	**51.4**	50.0-52.8	**50.0**	48.9-51.1
	SD	10.7		6.6		8.6		10.0	
	N	211		222		194		627	
Distribution of discipline policy									
Rural	M	**49.7**	47.5-51.8	**50.0**	47.6-52.5	**48.1**	44.2-52.0	**49.2**	47.4-51.0
	SD	9.2		11.0		14.1		11.2	
	n	80		78		81		239	
Suburban	M	**51.0**	49.7-52.4	**51.1**	48.4-53.7	**48.2**	44.4-52.0	**50.4**	49.2-51.7
	SD	5.5		11.2		13.9		9.0	
	n	68		70		60		198	
Urban	M	**51.4**	50.0-52.8	**53.0**	–[a]	**47.8**	43.2-52.2	**50.9**	49.6-52.2
	SD	5.3		0.0		16.2		8.4	
	n	70		70		52		192	
Total	M	**50.6**	49.5-51.7	**51.1**	49.8-52.5	**48.0**	45.5-50.6	**50.0**	49.0-51.0
	SD	7.3		9.5		14.5		10.0	
	N	218		218		193		629	

continued . . .

Table H3.8 *(continued)*

Means and Standard Deviations for Scales Scored from the Phase 2 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Sound discipline management practices									
Rural	M	**46.5**	43.7-49.4	**53.4**	52.0-54.7	**51.8**	49.2-54.5	**49.0**	47.2-50.9
	SD	11.9		6.0		9.7		11.1	
	n	81		80		78		239	
Suburban	M	**49.6**	47.2-52.0	**51.2**	48.9-53.6	**51.4**	48.9-54.0	**50.2**	48.6-51.9
	SD	9.7		8.9		8.9		9.5	
	n	68		70		59		197	
Urban	M	**50.8**	48.7-52.9	**54.6**	53.1-56.0	**51.3**	48.6-54.1	**51.4**	49.8-52.9
	SD	8.0		6.1		9.8		8.2	
	n	70		69		52		191	
Total	M	**48.7**	47.2-50.2	**53.1**	52.0-54.1	**51.7**	50.0-53.3	**50.0**	48.9-51.0
	SD	10.4		7.1		9.6		10.0	
	N	219		219		189		627	
Ordinary social control									
Rural	M	**48.3**	45.7-51.0	**54.5**	52.3-56.7	**50.6**	48.4-52.7	**49.8**	48.2-51.5
	SD	11.1		9.7		9.3		10.6	
	n	80		80		80		240	
Suburban	M	**47.8**	45.5-50.0	**54.4**	51.0-57.9	**49.7**	47.4-52.0	**49.2**	47.7-50.8
	SD	9.1		10.7		8.9		9.6	
	n	68		71		59		198	
Urban	M	**50.6**	48.6-52.7	**55.1**	52.6-57.6	**49.6**	47.0-52.3	**51.0**	49.4-52.5
	SD	8.6		10.5		9.8		9.2	
	n	71		69		53		193	
Total	M	**48.9**	47.5-50.3	**54.6**	53.1-56.2	**50.2**	48.8-51.6	**50.0**	49.0-51.0
	SD	9.9		10.2		9.4		10.0	
	N	219		220		192		631	

continued . . .

Table H3.8 *(continued)*

Means and Standard Deviations for Scales Scored from the Phase 2 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Formal responses to misconduct									
Rural	M	**45.5**	43.4-47.6	**56.4**	54.6-58.1	**55.3**	53.1-57.4	**50.0**	48.5-51.5
	SD	8.8		7.1		8.8		10.0	
	n	79		80		81		240	
Suburban	M	**46.2**	44.2-48.2	**56.6**	54.5-58.7	**54.1**	50.1-58.1	**49.5**	48.0-51.1
	SD	8.2		7.8		12.7		10.3	
	n	66		70		59		195	
Urban	M	**47.1**	45.2-49.0	**59.8**	58.2-61.5	**56.4**	53.6-59.2	**50.4**	48.8-51.9
	SD	8.0		6.8		10.0		9.7	
	n	70		70		53		193	
Total	M	**46.2**	45.0-47.4	**57.4**	56.3-58.4	**55.3**	53.6-56.9	**50.0**	49.1-50.9
	SD	8.5		7.4		10.0		10.0	
	N	215		220		193		628	
Use of material rewards									
Rural	M	**51.9**	49.4-54.4	**51.2**	49.0-53.4	**45.9**	44.0-47.8	**49.9**	48.4-51.4
	SD	10.4		9.6		8.7		10.1	
	n	80		80		81		241	
Suburban	M	**50.8**	48.3-53.3	**50.5**	48.2-52.8	**47.2**	43.7-50.7	**50.0**	48.2-51.8
	SD	10.0		9.6		11.0		10.3	
	n	68		69		59		196	
Urban	M	**50.9**	48.8-53.1	**53.5**	51.2-55.7	**45.1**	42.0-48.2	**50.2**	48.5-51.8
	SD	8.5		9.3		11.0		9.5	
	n	69		70		51		190	
Total	M	**51.3**	49.9-52.7	**51.6**	50.3-52.9	**46.0**	44.6-47.5	**50.0**	49.0-51.0
	SD	9.7		9.6		9.7		10.0	
	N	217		219		191		627	

continued . . .

Table H3.8 *(continued)*

Means and Standard Deviations for Scales Scored from the Phase 2 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Use of social reinforcers									
Rural	M	**52.1**	49.8-54.4	**49.0**	47.1-50.9	**44.9**	42.7-47.0	**49.4**	47.9-50.9
	SD	9.7		8.8		9.7		10.1	
	n	80		80		81		241	
Suburban	M	**52.6**	50.4-54.7	**47.8**	45.9-49.7	**46.2**	42.8-49.5	**50.5**	48.9-52.1
	SD	8.9		8.0		10.4		9.6	
	n	68		69		58		195	
Urban	M	**52.2**	49.8-54.5	**50.9**	48.7-53.1	**44.2**	41.4-47.0	**50.5**	48.8-52.3
	SD	9.6		9.3		9.9		10.1	
	n	69		70		51		190	
Total	M	**52.2**	50.9-53.6	**49.2**	48.0-50.3	**45.0**	43.4-46.6	**50.0**	49.1-50.9
	SD	9.5		8.8		9.9		10.0	
	N	217		219		190		626	

Note. 95% CI = 95% confidence interval for the M. *n* = unweighted number of respondents.

[a] No variability observed.

Table H3.9

Percentage of Schools Providing Teachers, Students, and Parents With Printed Copy of School Discipline Policy in Current Year

Who received and school category	Percentage	95% CI	*N*
Teachers			
All schools	99	98 - 100	631
Level			
Elementary	100	97 - 100	218
Middle/Junior	99	97 - 100	219
High	98	94 - 100	194
Students			
All schools	96	94 - 98	627
Level			
Elementary	96	93 - 98	217
Middle/Junior	99	96 - 100	219
High	95	91 - 98	191
Parents			
All schools	96	94 - 97	627
Level			
Elementary	99	97 - 100	218
Middle/Junior	96	93 - 98	219
High [a]	87	80 - 92	190
Location			
Urban	98	95 - 99	192
Suburban	98	95 - 99	198
Rural [b]	93	89 - 96	237

Note. *N* = unweighted number of respondents. 95% CI = 95% confidence interval for percentage.

[a] High differs from middle and elementary, $p < .01$.

[b] Rural differs from urban and suburban, $p < .01$.

Table H3.10

Percentage of Schools Currently Engaged in Development or Use of Specific Sound Discipline-Related Practices

Activity and school category	Percentage	95% CI	*N*
Active maintenance of records or files of individual students' conduct — using forms, files, or computers			
All schools	92	89 - 95	631
Level [a]			
Elementary	90	85 - 94	219
Middle/Junior	98	96 - 99	219
High	94	88 - 97	193
Current effort to communicate rules or consequences (e.g., handbooks, posters)			
All schools	90	87 - 93	629
Level			
Elementary	89	84 - 93	218
Middle/Junior	94	89 - 96	219
High	92	87 - 96	192
Current use of printed discipline forms, a referral system, or other method for identifying and recording rule violations when they occur			
All schools	89	85 - 92	632
Level [a]			
Elementary	87	81 - 91	219
Middle/Junior	97	93 - 99	219
High	91	85 - 94	194
Location [c]			
Urban	95	91 - 98	192
Suburban	90	84 - 94	198
Rural	84	78 - 90	242

continued . . .

Table H3.10 *(continued)*
Percentage of Schools Currently Engaged in Development or Use of Specific Sound Discipline-Related Practices

Activity and school category	Percentage	95% CI	*N*
Current use of a specific method of achieving and documenting due process upon suspending a student from school			
All schools	83	79 - 87	628
Level [a]			
Elementary	80	74 - 86	219
Middle/Junior	92	88 - 95	219
High	86	79 - 91	190
Location			
Urban	89	81 - 94	191
Suburban	85	79 - 91	198
Rural	79	72 - 85	239
Active system for investigation of student's history, performance, or circumstances to help decide what to do			
All schools	80	75 - 84	621
Level [a]			
Elementary	77	71 - 83	217
Middle/Junior	88	82 - 92	218
High	82	75 - 87	186
Location			
Urban	84	76 - 91	189
Suburban	85	78 - 90	195
Rural	75	67 - 81	237
Active development or specification of consequences of rule violation or of good behavior			
All schools	72	67 - 76	629
Level [b]			
Elementary	66	59 - 72	218
Middle/Junior	79	73 - 84	219
High	82	75 - 88	192

continued . . .

Table H3.10 *(continued)*

Percentage of Schools Currently Engaged in Development or Use of Specific Sound Discipline-Related Practices

Activity and school category	Percentage	95% CI	*N*
Active development or modification of school rules or discipline code			
All schools	71	66 - 75	630
Level [b]			
Elementary	66	59 - 72	219
Middle/Junior	80	74 - 85	218
High	79	72 - 85	193
Current active involvement of students in the development or modification of school rules, rewards, and punishments			
All schools	46	41 - 51	627
Level [b]			
Elementary	40	33 - 46	216
Middle/Junior	52	45 - 58	219
High	58	51 - 66	192
Location			
Urban	50	41 - 59	191
Suburban	38	30 - 46	197
Rural	48	40 - 55	239

Note. *N* = unweighted number of respondents. 95% CI = 95% confidence interval for percentage.

[a] Middle differs from elementary, $p < .01$.

[b] Elementary differs from middle and high, $p < .01$.

[c] Urban differs from rural, $p < .01$.

Table H3.11

Percentage of Schools Using Specific Responses to Desirable Student Conduct

Response and school level	Percentage	95% CI	*N*
Informal recognition or praise (e.g., happy faces, oral praise, hugs)			
All schools	96	94-97	626
Level [a, b]			
Elementary	99	98-100	216
Middle/Junior	96	93-99	220
High	88	83-93	190
Formal recognition or praise (e.g., certificates, awards, postcard to the home, non-redeemable tokens)			
All schools	95	92-97	625
Level			
Elementary	95	91-99	216
Middle/Junior	96	94-99	219
High	94	90-97	190
Job or privilege reinforcers (e.g., allowing student to erase chalk board, help the teacher, decorate a class)			
All schools	87	85-90	626
Level [b]			
Elementary	95	91-98	217
Middle/Junior	88	84-92	219
High	68	61-75	190
Activity reinforcers (e.g., access to games, free time, library, playground)			
All schools	84	81-87	624
Level [b]			
Elementary	93	89-96	215
Middle/Junior	83	78-88	219
High	64	57-72	190
Social rewards (e.g., lunch with a teacher, parties, trips with faculty)			
All schools	82	78-85	626
Level [a]			
Elementary	85	79-90	217
Middle/Junior	86	82-91	219
High	72	65-79	190

continued . . .

Table H3.11 *(continued)*

Percentage of Schools Using Specific Responses to Desirable Student Conduct

Response and school level	Percentage	95% CI	*N*
Material rewards (e.g., food, toys, supplies)			
All schools	81	77-85	626
Level [a]			
Elementary	86	81-91	217
Middle/Junior	87	83-92	219
High	65	58-72	190
Redeemable token reinforcers (e.g., coupons, tokens, or paper "money")			
All schools	61	56-65	625
Level [a]			
Elementary	67	61-74	216
Middle/Junior	67	61-74	219
High	41	33-49	190
Other response to desirable behavior			
All schools	42	33-51	191
Level			
Elementary	46	32-61	53
Middle/Junior	41	29-53	67
High	36	24-48	71
Money [c]			
All schools	8	6-11	626
Level			
Elementary	4	2- 7	217
Middle/Junior	18	13-23	218
High	13	8-19	191

Note. *N* = unweighted number of respondents. 95% CI = 95% confidence interval for percentage.

[a] High differs from elementary and middle, $p < .01$.

[b] Each level differs from the others, $p < .01$.

[c] Middle differs from elementary, $p < .001$.

Table H3.12

Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response and school category	Percentage	95% CI	*N*
Notifying parents about student's behavior			
All schools	100	–	630
Level			
Elementary	100	–	218
Middle/Junior	100	–	220
High	100	–	192
Conference with a student			
All schools	100	–	632
Level			
Elementary	100	–	219
Middle/Junior	100	–	220
High	100	–	193
Conferences with student's parents/guardians			
All schools	100	–	628
Level			
Elementary	100	–	217
Middle/Junior	100	–	219
High	100	–	192
Oral reprimand			
All schools	99	98-100	626
Level			
Elementary	100	97-100	216
Middle/Junior	99	98-100	218
High	99	97-100	192
Brief exclusion of students from attendance in regular classes (e.g. in-school suspension, cooling off room)			
All schools	94	92- 96	633
Level[a]			
Elementary	95	92- 98	219
Middle/Junior	99	96-100	221
High	91	86- 96	193
Location			
Rural	92	87- 96	242
Suburban	95	90- 98	198
Urban	98	95- 99	193

continued . . .

Table H3.12 *(continued)*

Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response and school category	Percentage	95% CI	*N*
Short-term (5 days or less) withdrawal of a privilege (e.g., riding the bus, playground access, participation in athletics, use of the library)			
All schools	93	90-95	626
Level[a]			
Elementary	93	90-97	217
Middle/Junior	98	95-99	218
High	90	86-94	191
Suspension from school (the exclusion of students from membership for periods of 30 days or less)			
All schools	89	86-93	633
Level[b]			
Elementary	86	80-91	218
Middle/Junior	97	94-99	221
High	94	89-98	194
Restitution (requiring a student to repay the school or a victim for damages or harm done)			
All schools	86	82-89	628
Level[c]			
Elementary	81	75-87	215
Middle/Junior	96	93-98	220
High	92	88-96	193
Sending student to school counselor			
All schools	85	81-89	627
Level[c]			
Elementary	79	73-85	216
Middle/Junior	96	91-98	220
High	95	90-97	191
Written reprimand			
All schools	81	77-85	628
Level			
Elementary	78	72-84	218
Middle/Junior	85	80-90	219
High	86	80-91	191

continued . . .

Table H3.12 *(continued)*
Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response and school category	Percentage	95% CI	*N*
Probation (a trial period in which a student is given an opportunity to demonstrate improved behavior)			
All schools	75	71-80	627
Level [c]			
Elementary	69	62-75	216
Middle/Junior	89	85-93	220
High	85	79-91	191
Calling or notifying the police			
All schools	74	70-79	632
Level [a, b]			
Elementary	68	61-75	218
Middle/Junior	95	91-98	220
High	80	73-86	194
Brief exclusion from school not officially designated suspension (e.g., sending students home with permission to return only with a parent)			
All schools	74	70-78	632
Level [c]			
Elementary	77	71-83	218
Middle/Junior	78	72-84	221
High	66	58-73	193
After-school detention			
All schools	72	67-77	629
Level [c]			
Elementary	63	57-70	218
Middle/Junior	92	88-95	220
High	83	77-89	191
Work duties, chores, or tasks as punishment			
All schools	70	66-74	629
Level			
Elementary	69	63-75	218
Middle/Junior	71	65-77	219
High	72	65-79	192

continued . . .

Table H3.12 *(continued)*

Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response and school category	Percentage	95% CI	*N*
Long-term (more than 5 days) withdrawal of a privilege (e.g., riding the bus, playground access, participation in athletics, use of the library)			
All schools	67	62-72	626
Level [d]			
Elementary	57	50-64	215
Middle/Junior	91	87-95	219
High	80	74-86	192
Writing assignments as punishment			
All schools	62	58-67	629
Level [e]			
Elementary	67	61-74	217
Middle/Junior	62	55-69	220
High	51	43-59	192
Transfer to one or more different classes within the school			
All schools	61	57-66	629
Level [a, b]			
Elementary	54	47-61	216
Middle/Junior	83	77-90	221
High	67	60-75	192
Location			
Rural	57	50-65	239
Suburban	59	51-68	197
Urban	70	61-78	193
Expulsion from school (the exclusion of students from membership for periods of time over 30 days)			
All schools	57	53-62	628
Level [b, e]			
Elementary	40	33-47	215
Middle/Junior	78	72-84	220
High	88	82-93	193
Peer mediation			
All schools	51	46-56	622
Level [a, b]			
Elementary	49	42-56	216
Middle/Junior	68	61-74	217
High	48	40-56	189

continued . . .

Table H3.12 *(continued)*

Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response and school category	Percentage	95% CI	*N*
Charging student with a crime			
All schools	51	46-55	628
Level [d]			
Elementary	37	30-43	215
Middle/Junior	83	77-88	220
High	67	60-75	193
Court action against student or parent			
All schools	48	43-52	628
Level [d]			
Elementary	35	28-42	217
Middle/Junior	78	72-84	218
High	62	55-70	193
Community service			
All schools	46	41-50	627
Level [b]			
Elementary	40	33-47	214
Middle/Junior	61	54-68	220
High	52	44-59	193
Location			
Rural	45	37-52	240
Suburban	53	44-61	195
Urban	40	32-49	192
Mandatory participation of ***student*** in a special program			
All schools	44	39-48	625
Level [c]			
Elementary	32	26-39	215
Middle/Junior	66	60-73	218
High	59	51-66	192
Transfer to another school			
All schools	37	33-42	628
Level			
Elementary	33	27-39	215
Middle/Junior	45	38-52	220
High	44	36-51	193
Location [f, g]			
Rural	27	21-33	240
Suburban	45	37-54	198
Urban	47	38-56	190

continued . . .

Table H3.12 *(continued)*

Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response and school category	Percentage	95% CI	*N*
Saturday detention			
All schools	25	21-28	626
Level [c]			
Elementary	14	9-18	217
Middle/Junior	37	31-44	220
High	45	37-52	189
Other method of removal of students displaying problem behavior from the school [h]			
All schools	24	20-28	626
Level [b]			
Elementary	20	15-26	216
Middle/Junior	38	31-45	218
High	27	20-34	192
Corporal punishment (e.g., paddling, spanking, striking)			
All schools	17	13-20	627
Level [a]			
Elementary	15	9-20	217
Middle/Junior	12	7-16	220
High	24	17-32	190
Location [f, g]			
Rural	27	20-34	240
Suburban	6	3-10	197
Urban	9	5-16	190
Mandatory participation of ***parent*** in a special program			
All schools	15	11-18	623
Level [b]			
Elementary	11	7-15	214
Middle/Junior	24	18-30	218
High	18	12-23	191

continued . . .

Table H3.12 *(continued)*

Percentage of Schools Using Specific Responses to Undesirable Student Conduct

Response and school category	Percentage	95% CI	*N*
Other response to misbehavior			
All schools	10	7-13	625
Level			
Elementary	12	7-16	216
Middle/Junior	8	5-13	218
High	6	3-11	191
Location [f]			
Rural	14	2- 8	239
Suburban	15	8-21	195
Urban	4	8-20	191
Student court			
All schools	6	4- 8	625
Level			
Elementary	4	2- 7	216
Middle/Junior	10	6-14	218
High	6	3-10	191
Location			
Rural	4	2- 8	237
Suburban	3	1- 7	196
Urban	10	6-15	192
Informal physical responses (administration of discomfort through rubbing, squeezing, pulling, or the like)			
All schools	2	1- 3	628
Level			
Elementary	2	1- 5	217
Middle/Junior	1	0- 3	219
High	3	1- 6	192

Note. *N* = unweighted number of respondents. 95% CI = 95% confidence interval for percentage.

[a] High differs from middle, $p < .01$.

[b] Middle differs from elementary, $p < .01$.

[c] Elementary differs from middle and high, $p < .01$.

[d] Each level differs from all others, $p < .01$.

[e] High differs from elementary, $p < .01$.

[f] Urban differs from rural, $p < .01$.

[g] Suburban differs from rural, $p < .01$.

[h] About 5% of schools reported placement or transfer to an alternative school or alternative education program.

Table H3.13

Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

Offense and school category	Percentage	95% CI	*N*
Possession of a gun			
All schools			
Automatically	85	82 - 88	613
Automatically or usually after a hearing [c, d, f]	97	95 - 99	613
Level			
Elementary			
Automatically	85	79 - 89	205
Automatically or usually after a hearing	96	91 - 98	205
Middle/Junior			
Automatically	86	80 - 90	219
Automatically or usually after a hearing	100	97 - 100	219
High			
Automatically	86	80 - 90	189
Automatically or usually after a hearing	98	95 - 100	189
Location			
Rural			
Automatically	85	79 - 90	232
Automatically or usually after a hearing	96	92 - 99	232
Suburban			
Automatically	86	80 - 91	194
Automatically or usually after a hearing	100	98 - 100	194
Urban			
Automatically	85	77 - 91	187
Automatically or usually after a hearing	95	89 - 99	187

continued . . .

Table H3.13 *(continued)*

Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

Offense and school category	Percentage	95% CI	*N*
Possession of other drugs (e.g., marijuana, LSD, cocaine)			
All schools			
Automatically	77	73 - 81	613
Automatically or usually after a hearing [c]	96	94 - 98	613
Level			
Elementary			
Automatically	76	70 - 82	204
Automatically or usually after a hearing	94	90 - 97	204
Middle/Junior			
Automatically	82	76 - 87	217
Automatically or usually after a hearing	99	97 - 100	217
High			
Automatically	78	71 - 83	192
Automatically or usually after a hearing	98	95 - 100	192
Possession of alcohol			
All schools			
Automatically	67	63 - 72	615
Automatically or usually after a hearing [a, c]	91	88 - 94	615
Level			
Elementary			
Automatically	65	58 - 72	203
Automatically or usually after a hearing	90	84 - 93	203
Middle/Junior			
Automatically	74	68 - 80	219
Automatically or usually after a hearing	97	94 - 99	219
High			
Automatically	68	61 - 75	193
Automatically or usually after a hearing	91	86 - 95	193

continued . . .

Table H3.13 *(continued)*

Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

Offense and school category	Percentage	95% CI	*N*
Possession of a knife			
All schools			
Automatically [e, f]	66	61 - 70	616
Automatically or usually after a hearing [a, c, e, f]	91	88 - 94	616
Level			
Elementary			
Automatically	67	60 - 73	208
Automatically or usually after a hearing	91	87 - 95	208
Middle/Junior			
Automatically	71	65 - 77	218
Automatically or usually after a hearing	97	94 - 99	218
High			
Automatically	60	52 - 67	190
Automatically or usually after a hearing	87	81 - 93	190
Location			
Rural			
Automatically	59	51 - 66	233
Automatically or usually after a hearing	85	79 - 90	233
Suburban			
Automatically	73	65 - 80	194
Automatically or usually after a hearing	97	92 - 99	194
Urban			
Automatically	71	62 - 79	189
Automatically or usually after a hearing	96	91 - 100	189

continued . . .

Table H3.13 *(continued)*

Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

Offense and school category	Percentage	95% CI	*N*
Possession of tobacco			
All schools			
Automatically[a, b]	41	36 - 46	606
Automatically or usually after a hearing[a, b, f]	70	66 - 74	606
Level			
Elementary			
Automatically	46	39 - 53	200
Automatically or usually after a hearing	77	70 - 82	200
Middle/Junior			
Automatically	46	39 - 53	216
Automatically or usually after a hearing	70	63 - 76	216
High			
Automatically	26	20 - 34	190
Automatically or usually after a hearing	55	48 - 63	190
Location			
Rural			
Automatically	36	29 - 44	229
Automatically or usually after a hearing	65	58 - 72	229
Suburban			
Automatically	46	37 - 54	194
Automatically or usually after a hearing	76	68 - 82	194
Urban			
Automatically	43	34 - 52	183
Automatically or usually after a hearing	73	65 - 80	183

continued . . .

Table H3.13 *(continued)*

Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

Offense and school category	Percentage	95% CI	*N*
Physical fighting			
All schools			
Automatically [b, c]	28	24 - 32	618
Automatically or usually after a hearing [b, c, e, f]	78	73 - 82	618
Level			
Elementary			
Automatically	21	16 - 27	211
Automatically or usually after a hearing	70	63 - 76	211
Middle/Junior			
Automatically	43	36 - 50	216
Automatically or usually after a hearing	91	86 - 94	216
High			
Automatically	37	30 - 45	191
Automatically or usually after a hearing	89	84 - 93	191
Location			
Rural			
Automatically	27	21 - 34	236
Automatically or usually after a hearing	71	63 - 77	236
Suburban			
Automatically	31	24 - 39	193
Automatically or usually after a hearing	84	77 - 89	193
Urban			
Automatically	28	21 - 36	189
Automatically or usually after a hearing	84	76 - 91	189

continued . . .

Table H3.13 *(continued)*

Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

Offense and school category	Percentage	95% CI	*N*
Profane or abusive language			
All schools			
Automatically [b, c]	9	7 - 12	622
Automatically or usually after a hearing [b, c, e, f]	52	47 - 56	622
Level			
Elementary			
Automatically	5	3 - 9	212
Automatically or usually after a hearing	46	40 - 53	212
Middle/Junior			
Automatically	18	14 - 24	218
Automatically or usually after a hearing	57	50 - 64	218
High			
Automatically	13	8 - 19	192
Automatically or usually after a hearing	61	53 - 68	192
Location			
Rural			
Automatically	8	5 - 12	237
Automatically or usually after a hearing	44	37 - 51	237
Suburban			
Automatically	9	6 - 15	194
Automatically or usually after a hearing	57	49 - 65	194
Urban			
Automatically	10	6 - 16	191
Automatically or usually after a hearing	60	51 - 68	191

continued . . .

Table H3.13 *(continued)*

Percentage of Schools Reporting Suspension or Expulsion of Students for Specific Offenses, Either Automatically or Usually Following a Hearing, by School Category

Offense and school category	Percentage	95% CI	*N*
Chronic truancy			
All schools			
Automatically [b, c]	6	4 - 8	619
Automatically or usually after a hearing [b, c]	34	30 - 38	619
Level			
Elementary			
Automatically	3	100 - 6	208
Automatically or usually after a hearing	24	18 - 31	208
Middle/Junior			
Automatically	13	9 - 18	219
Automatically or usually after a hearing	43	36 - 50	219
High			
Automatically	10	6 - 15	192
Automatically or usually after a hearing	52	44 - 59	192

Note. *N* = unweighted number of respondents. 95% CI = 95% confidence interval for percentage.

[a] Percentages differ ($p < .05$) for high and middle/junior high schools.

[b] Percentages differ ($p < .05$) for high and elementary schools.

[c] Percentages differ ($p < .05$) for middle/junior high and elementary schools.

[d] Percentages differ ($p < .05$) for urban and suburban schools.

[e] Percentages differ ($p < .05$) for urban and rural schools.

[f] Percentages differ ($p < .05$) for suburban and rural schools.

Table H3.14

Mean Number of Different Categories of Discretionary Prevention Activities Named, by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Rural	*M*	**7.8**	7.0-8.6	**9.0**	8.1-10.0	**7.5**	6.7-8.4	**7.9**	7.3-8.4
	SD	4.0		4.3		4.3		4.2	
	n	106		98		108		312	
Suburban	*M*	**9.1**	8.3-9.9	**9.4**	8.6-10.1	**8.6**	7.7-9.5	**9.1**	8.5-9.6
	SD	4.0		3.7		4.3		4.0	
	n	98		110		87		295	
Urban	*M*	**9.2**	8.4-10.0	**10.8**	10.1-11.5	**8.7**	7.6-9.8	**9.3**	8.7-9.9
	SD	4.0		3.4		4.4		4.0	
	n	97		93		77		267	
Total	*M*	**8.6**	8.1-9.1	**9.6**	9.1-10.1	**8.0**	7.4-8.6	**8.6**	8.2-8.9
	SD	4.0		4.0		4.3		4.1	
	N	301		301		272		874	

Note. Information comes from the Phase 1 "Activity Detail Questionnaire" and short forms. 95% CI = 95% confidence interval for the weighted mean. *n* = unweighted number of responding schools.

Table H3.15

Median Number of Unique Activities Named, by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Rural	Median	10.5	8.7-13.7	14.9	11.1-18.8	9.6	7.7-12.3	10.7	9.1-12.8
	n	106		98		108		312	
Suburban	Median	14.9	12.3-18.4	14.6	12.8-17.2	12.7	10.2-16.7	14.3	12.4-16.8
	n	98		110		87		295	
Urban	Median	14.5	13.0-17.0	22.0	17.5-24.8	13.1	10.5-18.6	15.2	13.5-17.1
	n	97		93		77		267	
Total	Median	13.7	12.0-14.5	15.7	14.2-18.4	11.1	9.9-13.1	13.6	12.0-14.6
	N	301		301		272		874	

Note. Information comes from the Phase 1 "Activity Detail Questionnaire" and short form. Median is the number of *unique* activities named (e.g., "multi-component" activities are counted only once). 95% CI = 95% confidence interval for the median. *n* = unweighted number of schools.

Table H3.16

Percentage of Schools Using Each Discretionary Prevention Activity and Number of Different Activities, by School Level

	Elementary (*n*=301)			Middle/Junior (*n*=301)			High (*n*=272)			Total (*N*=874)		
Type of prevention activity	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.
Prevention curriculum, instruction or training	80	75-85	2.1	77	71-82	2.3	66	60-73	1.9	76	73-79	2.0
Behavioral programming or behavior modification	65	60-71	1.2	70	64-76	1.5	57	51-64	1.1	64	60-68	1.2
Counseling, social work, psychological, or therapeutic	74	69-80	1.3	83	78-88	1.9	74	68-79	1.5	75	72-79	1.4
Recreation, enrichment, or leisure	61	55-67	1.6	73	68-79	2.0	66	60-72	1.7	64	60-68	1.7
Improvements to classroom organization and management	59	53-65	1.0	63	57-69	1.2	51	44-57	0.8	57	53-61	1.0
Culture or climate change, norm change	66	61-72	1.7	74	68-79	1.8	59	53-66	1.5	66	62-69	1.6
Use of external personnel resources in classrooms	76	71-81	1.5	73	67-79	1.4	63	56-69	1.1	72	69-76	1.4
Services to families	59	53-64	1.0	60	54-66	1.2	42	35-48	0.8	55	51-58	1.0

Notes: Information comes from the Phase 1 "Activity Detail Questionnaire" and short form. 95% CI = 95% confidence interval for the percentage. Avg. *n* acts. = average number of activities named in this category. *n* = unweighted number of schools.

Table H3.17

Percentage of Schools Using Each Discretionary Prevention Activity and Number of Different Activities, by School Level and Location

	Elementary (*n*=301)			Middle/Junior (*n*=301)			High (*n*=272)			Total (*N*=874)		
Type of prevention activity	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.
Mentoring, tutoring, coaching, or apprenticeship												
Rural	44	35-54	0.8	56	45-66	1.0	58	49-68	1.0	50	44-56	0.9
Suburban	58	48-68	1.1	69	60-78	1.2	66	56-76	1.2	61	54-68	1.1
Urban	67	57-76	1.3	73	64-82	1.6	73	63-84	1.5	69	62-75	1.4
Total	55	49-61	1.0	64	58-70	1.2	63	56-69	1.2	58	54-62	1.1
Improvements to instructional practices												
Rural	58	48-67	1.1	63	52-73	1.4	49	39-58	0.9	55	49-62	1.1
Suburban	69	60-79	1.5	61	50-72	1.2	60	50-71	1.3	66	60-73	1.4
Urban	69	59-78	1.5	76	67-85	1.8	65	54-76	1.4	69	62-76	1.5
Total	64	59-70	1.3	66	60-72	1.4	54	48-61	1.1	62	58-66	1.3
Intergroup relations, interaction between school and community												
Rural	48	38-58	1.1	65	55-75	1.9	44	35-54	1.2	49	43-55	1.2
Suburban	61	51-71	1.7	61	50-72	1.5	63	52-73	1.7	61	54-68	1.7
Urban	61	51-71	1.5	82	73-90	2.2	72	61-83	1.8	66	59-73	1.6
Total	56	60-61	1.4	68	62-74	1.8	54	47-60	1.4	57	53-61	1.5
Youth roles in regulating and responding to student conduct												
Rural	24	16-32	0.3	51	41-61	0.7	38	29-48	0.6	32	26-38	0.5
Suburban	47	37-57	0.6	54	43-64	0.8	53	42-64	0.8	49	42-56	0.7
Urban	41	31-51	0.6	62	52-72	0.9	40	29-51	0.6	43	36-51	0.6
Total	36	30-41	0.9	55	48-61	0.8	42	35-48	0.6	40	36-43	0.6

continued

Table H3.17 *(continued)*

Percentage of Schools Using Each Discretionary Prevention Activity and Number of Different Activities, by School Level and Location

	Elementary (*n*=301)			Middle/Junior (*n*=301)			High (*n*=272)			Total (*N*=874)		
Type of prevention activity	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.	%	95% CI	avg. *n* acts.
Planning structures or process												
Rural	51	41-61	0.8	60	50-70	1.2	48	38-58	0.9	51	45-57	0.9
Suburban	62	52-72	1.2	65	54-76	1.3	57	46-68	1.3	61	55-68	1.2
Urban	61	51-71	1.3	81	74-89	1.9	57	46-69	1.2	63	55-70	1.4
Total	57	51-63	1.1	67	61-73	1.4	52	45-58	1.0	57	53-61	1.1
Security or surveillance												
Rural	42	33-52	0.9	59	49-70	1.5	49	39-58	1.3	46	40-53	1.1
Suburban	62	53-72	1.2	60	49-70	1.6	62	52-73	1.6	62	55-69	1.4
Urban	53	43-63	1.0	84	76-91	2.6	74	63-84	1.9	61	54-68	1.4
Total	51	46-57	1.0	66	59-72	1.8	57	50-63	1.5	55	51-59	1.2

Note: Information comes from the Phase 1 "Activity Detail Questionnaire" and short forms. *ns* for location by level cells range from 77-110. 95% CI = 95% confidence interval for the percentage. Avg. *n* acts. = average number of activities named in this category.

Table H3.18

Percentage of Activities in Each Prevention Category That Are Part of a Multi-Component Activity

Category	Percentage	*N*
Youth participation in school discipline	41	577
Intergroup relations and school-community interaction	23	1407
Prevention curriculum, instruction, or training	20	1871
Classroom organization and management practices	20	922
Activity to change or maintain culture, climate, or expectations	19	1477
Behavioral programming or behavior modification	19	1145
Counseling, social work, psychological, or therapeutic activity	18	1423
Use of external personnel for classroom management or instruction	17	1172
Use of a school planning structure or process to manage change	17	1081
Mentoring, tutoring, coaching, apprenticeship/placement	16	1034
Services or programs for family members	15	926
Improvements to instructional methods or practices	13	1175
Recreational, enrichment, and leisure activities	6	1588
Security or surveillance	5	1312
Total	17	17110

Table H4.1

Means and Standard Deviations for Conditional Disciplinary Decision Making and Predictable Disciplinary Decision Making Scales Scored from the Phase 2 Principal Questionnaire by School Level and Location

		Elementary		Middle/Junior		High		Total	
Location		Value	95% CI	Value	95% CI	Value	95% CI	Value	95% CI
Conditional disciplinary decision making									
Rural	M	**49.8**	47.4-52.2	**50.0**	48.0-51.9	**51.8**	49.3-54.2	**50.6**	49.0-52.1
	SD	9.8		8.5		10.9		10.1	
	n	65		75		80		220	
Suburban	M	**49.7**	47.3-52.2	**51.2**	48.4-53.9	**52.6**	49.6-55.5	**50.6**	48.9-52.3
	SD	9.2		10.6		9.8		9.7	
	n	60		68		55		183	
Urban	M	**47.7**	45.2-50.2	**49.8**	47.2-52.4	**51.0**	48.0-54.0	**48.6**	46.7-50.4
	SD	9.6		10.6		10.6		10.0	
	n	64		66		49		179	
Total	M	**49.1**	47.7-50.5	**50.3**	48.9-51.6	**51.8**	50.1-53.5	**50.0**	49.0-51.0
	SD	9.6		9.7		10.6		10.0	
	N	189		209		184		582	
Predictable disciplinary decision making									
Rural	M	**48.0**	45.8-50.3	**52.9**	50.9-54.8	**52.2**	50.3-54.0	**50.0**	48.6-51.4
	SD	10.1		8.6		8.2		9.6	
	n	79		78		81		238	
Suburban	M	**49.5**	46.8-52.2	**49.0**	46.4-51.6	**53.9**	51.8-56.0	**50.4**	48.6-52.2
	SD	10.8		9.1		7.8		10.1	
	n	67		70		57		194	
Urban	M	**49.5**	46.8-52.2	**50.3**	47.9-52.7	**50.1**	47.4-52.8	**49.7**	47.8-51.6
	SD	10.8		10.1		9.7		10.5	
	n	71		70		51		192	
Total	M	**48.9**	47.4-50.3	**51.0**	49.6-52.4	**52.1**	50.8-53.4	**50.0**	49.0-51.0
	SD	10.5		9.3		8.5		10.0	
	N	217		218		189		624	

Notes. 95% CI = 95% confidence interval for the M. *n* = unweighted number of respondents.

Table H4.2

Proportion of Prevention Curriculum, Instruction or Training Programs Containing Specific Topics or Strategies

	School level			
Topic or strategy	Elementary (*n*=151-167)	Middle/ Junior (*n*=110-120)	High (*n*=78-85)	Total (*N*=341-370)
General health or safety promotion	.84	.79	.92	.84
Cultural or historical topics	.56	.42	.65	.56
Drug information or prevention	.83	.83	.90	.85
Sex education	.36	.55	.68	.45
Violence prevention	.80	.71	.73	.78
Ethics or character education	.78	.73	.81	.78
Etiquette or manners education	.74	.68	.62	.71
Civics	.41	.41	.49	.42
Politics of race, class and society	.25	.36	.44	.30
Job skills or development	.41	.57	.65	.47
Academic study skills	.45	.59	.61	.49
Self-esteem	.92	.92	.96	.93
Social influence	.89	.89	.96	.90
Social problem solving skills	.94	.92	.94	.94
Self-management	.86	.88	.91	.87
Attribution	.74	.75	.80	.76
Communication skills	.83	.83	.86	.84
Emotional control	.86	.84	.85	.86
Emotional perspective taking	.76	.65	.75	.74
Formal cooperative learning	.70	.67	.74	.71
Mastery learning	.36	.37	.39	.37

continued . . .

Table H4.2 (*continued*)

Proportion of Prevention Curriculum, Instruction or Training Programs Containing Specific Topics or Strategies

	School level			
Topic or strategy	Elementary (n=151-167)	Middle/ Junior (n=110-120)	High (n=78-85)	Total (N=341-370)
Individualized instruction	.56	.56	.68	.58
Computer-assisted instruction	.23	.31	.46	.29
Lectures	.82	.84	.83	.83
Class discussions	.99	.95	.95	.98
Individual "seat work"	.74	.73	.85	.76
Behavioral modeling	.91	.80	.78	.87
Role-playing	.86	.76	.69	.81
Rehearsal and practice of new skill	.84	.70	.71	.79
Use of cues	.73	.62	.58	.69
"Active" or "experiential" teaching techniques	.46	.52	.60	.49
Use of computerized multi-media features	.31	.42	.34	.33
Peer teachers/leaders	.58	.59	.66	.60
Adult instructors of a given sex or race				
Rural	.10	.19	.28	.16
Suburban	.25	.25	.37	.27
Urban	.33	.31	.51	.35
Total	.22	.23	.35	.24
Assignments involving interviewing others	.47	.48	.67	.51
Within class grouping by ability or effort	.31	.31	.34	.32

Note. n = unweighted number of activities.

Table H4.3

Proportion of Behavioral Programming or Behavior Modification Programs Using Specific Strategies

	School level			
Strategy	Elementary (*n*=103-105)	Middle/ Junior (*n*=101-102)	High (*n*=58)	Total (*N*=263-265)
Individual behavior modification	.92	.84	.92	.91
Individuals earn tokens for meeting goals	.51	.42	.29	.45
Individual education plans	.46	.58	.56	.50
Individual behavioral plans				
Rural	.92	.70	.59	.81
Suburban	.70	.67	1.00	.74
Urban	.74	.86	.86	.77
Total	.81	.73	.73	.78
Home-based backup reinforcement	.61	.59	.68	.62
Group behavior modification programs	.72	.60	.71	.70
Earn tokens for behavior as group	.41	.31	.27	.37

Note. *n* = unweighted number of activities.

Table H4.4

Proportion of Counseling, Social Work, Psychological, or Therapeutic Programs Using Specific Modalities

	School level			
Modality	Elementary (*n*=137-140)	Middle/ Junior (*n*=134-137)	High (*n*=83-86)	Total (*N*=357-362)
Individual counseling	.96	.94	.90	.94
Individual treatment for drugs	.12	.40	.37	.22
Case management	.81	.90	.78	.82
Crisis intervention	.77	.89	.75	.78
Individual victim counseling	.53	.71	.60	.57
Group counseling	.90	.88	.75	.87
Group treatment for drugs				
Rural	.09	.21	.17	.13
Suburban	.14	.42	.39	.23
Urban	.12	.53	.42	.22
Total	.11	.35	.24	.18
Peer group counseling	.61	.62	.44	.58
Group victim counseling	.20	.33	.22	.22

Note. *n* = unweighted number of activities. This category excludes instructional or curricular and behavioral interventions.

Table H4.5

Proportion of Mentoring, Tutoring, Coaching, or Apprenticeship Programs Using Specific Approaches

	School level			
Approach	Elementary (n=85-87)	Middle/ Junior (n=98-100)	High (n=68)	Total (N=252-254)
Tutoring	.97	.88	.74	.91
Mentoring	.73	.66	.64	.70
Coaching not specified above	.45	.52	.65	.51
Promise eventual monetary or other incentive	.08	.14	.37	.15
Job apprenticeship or placement	.05	.11	.38	.13

Note. n = unweighted number of activities.

Table H4.6

Proportion of Recreation, Enrichment, or Leisure Programs Involving Specific Modalities

	School level			
Modality	Elementary (n=88-90)	Middle/ Junior (n=99-101)	High (n=69-70)	Total (N=258-260)
Recreation or sports				
Rural	.75	.64	.28	.58
Suburban	.59	.60	.66	.60
Urban	.58	.69	.71	.62
Total	.64	.64	.43	.60
Educational or cultural	.69	.73	.81	.73
Wilderness or challenge	.27	.17	.34	.27
Arts and crafts	.51	.36	.34	.45
Performing arts	.51	.49	.59	.52
Family activities	.33	.23	.34	.31

Note. n = unweighted number of activities.

Table H4.7
Proportion of Improvements to Instructional Practices or Methods Involving Specific Methods or Approaches

	School level			
Method or approach	Elementary (*n*=89-96)	Middle/ Junior (*n*=81-83)	High (*n*=64-68)	Total (*N*=239-246)
Formal cooperative learning	.61	.68	.68	.63
Mastery learning	.46	.59	.45	.47
Individualized instruction	.79	.76	.72	.77
Computerized instruction	.54	.57	.38	.51
Programmed instruction	.38	.22	.25	.34
Lectures	.47	.64	.55	.51
Class discussions	.75	.87	.87	.79
Individual "seat-work"	.66	.68	.60	.65
Behavioral modeling	.60	.64	.53	.59
Role playing	.60	.47	.63	.59
Rehearsal and practice of new skill	.87	.83	.80	.85
Use of cues	.74	.79	.59	.71
"Active" teaching techniques	.60	.61	.49	.58
Students interview others	.36	.56	.46	.41
Use of peer teachers	.61	.71	.72	.64
Use of adults of a given race or sex	.20	.12	.17	.18

Note. *n* = unweighted number of activities.

Table H4.8

Proportion of Improvements to Classroom Organization and Management Involving Specific Strategies

	School level			
Strategy	Elementary (*n*=88-90)	Middle/ Junior (*n*=76-77)	High (*n*=52-53)	Total (*N*=217-220)
Management of time	.80	.85	.68	.79
Changing arrangement of classroom	.67	.67	.68	.67
Establishing procedures for student mobility	.74	.78	.55	.71
Establishing procedures for student work	.88	.89	.74	.86
Establishing classroom rules	.94	.85	.92	.92
Changing procedures for student evaluation	.72	.70	.67	.71
Use of rewards and punishments	.82	.76	.68	.79
Changes in grouping of students by ability	.45	.60	.28	.45

Note. *n* = unweighted number of activities.

Table H4.9

Proportion of Programs to Change or Maintain Culture, Climate, or Expectations for Behavior Involving Specific Strategies or Approaches

	School level			
Strategy or approach	Elementary (*n*=114-126)	Middle/ Junior (*n*=106-111)	High (*n*=70-72)	Total (*N*=291-308)
Structured climate or culture	.17	.29	.20	.19
Peaceful and civil interpersonal exchange	.79	.92	.87	.81
School-wide projects	.85	.91	.77	.84
Communications or announcements	.89	.89	.89	.89
Training or description of problem behavior	.64	.69	.60	.64
Assemblies or special events	.83	.90	.82	.84
Distribution of tokens, tee-shirts, or other means of disseminating messages	.67	.69	.55	.65
Peer group discussions	.68	.77	.62	.68
Public recognition of commitment to adhere to norms	.42	.68	.55	.47
Obtaining public commitment	.65	.47	.58	.62
Provision of accurate information about beliefs or practices of other students	.43	.54	.49	.46
Mobilization through special clubs	.26	.54	.41	.32
Promise of eventual monetary	.05	.11	.14	.07

Note. *n* = unweighted number of activities.

Table H4.10

Proportion of Intergroup Relations or Interaction Between School and Community Programs Using Specific Strategies or Approaches

	School level			
Strategy or approach	Elementary (*n*=85-91)	Middle/ Junior (*n*=75-77)	High (*n*=59-64)	Total (*N*=223-232)
Different groups in common activity	.86	.88	.86	.87
Tell about perspectives or traditions				
Rural	.45	.48	.52	.48
Suburban	.63	.54	.59	.62
Urban	.69	.72	.69	.69
Total	.59	.57	.57	.58
Groups to address human relations issue	.27	.64	.48	.37
Confront and attempt to resolve differences	.42	.64	.54	.48
Procedures to increase communication between administration and faculty	.51	.67	.55	.54
Person who investigates complaints	.29	.38	.32	.31
Members participation in community activities	.77	.74	.76	.76
Publicize information about the schools	.82	.85	.75	.81
Procedures to increase communication between school staff and parents	.82	.84	.67	.79
Liaison work with segment of the community	.65	.61	.69	.65
Requesting or obtaining resources	.73	.68	.71	.72
Occasional interaction with an outsider	.89	.93	.85	.89
Activity to coordinate resources	.71	.68	.64	.69

continued . . .

Table H4.10 (*continued*)

Proportion of Intergroup Relations or Interaction Between School and Community Programs Using Specific Strategies or Approaches

	School level			
Strategy or approach	Elementary (*n*=85-91)	Middle/ Junior (*n*=75-77)	High (*n*=59-64)	Total (*N*=223-232)
Interagency efforts	.54	.56	.46	.53
Sharing of information across agencies	.47	.66	.50	.50
Formation of planning or action teams	.48	.64	.73	.56
Formal needs assessment	.44	.48	.49	.46
Use of information about the school	.69	.80	.73	.72
Identification of goals	.75	.77	.88	.79
Information about effective practices	.65	.78	.69	.68
Development of action plans	.67	.73	.75	.70
Monitoring of planned activities	.70	.76	.82	.73
Analysis of potential obstacles	.52	.62	.66	.57
Evaluation of outcomes of planned activities	.64	.64	.80	.67

Note. *n* = unweighted number of activities.

Table H4.11

Proportion of Interventions Involving a School Planning Structure or Process to Manage Change Using Specific Procedures

	School level			
Procedure	Elementary (*n*=90-95)	Middle/ Junior (*n*=85-87)	High (*n*=56-57)	Total (*N*=232-238)
Include persons from outside school	.86	.75	.61	.80
Involve students in decision making	.41	.76	.84	.54
School consultation	.64	.72	.69	.66
Action teams	.87	.90	.82	.87
Formal needs assessment	.71	.74	.69	.71
Use of information about the school	.90	.97	.93	.91
Identification of goals	.87	.97	.98	.91
Use of information about practices	.86	.85	.96	.88
Development of action plans	.95	.89	.89	.93
Monitoring of planned activities	.87	.90	.90	.88
Analysis of potential obstacles	.80	.90	.83	.82
Evaluation of outcomes	.92	.91	.89	.91

Note. *n* = unweighted number of activities.

Table H4.12

Proportion of Security or Surveillance Activities Using Specific Procedures

Procedure	School level Elementary (*n*=84-90)	Middle/ Junior (*n*=100-106)	High (*n*=62-65)	Total (*N*=246-261)
Identification badges or cards				
Rural	.31	.25	.41	.34
Suburban	.56	.70	.44	.57
Urban	.55	.64	.66	.59
Total	.47	.49	.47	.47
Locating security personnel in school				
Rural	.19	.27	.47	.30
Suburban	.22	.46	.54	.30
Urban	.29	.85	.48	.45
Total	.23	.52	.48	.35
Locating police personnel in school				
Rural	.02	.21	.27	.14
Suburban	.14	.21	.39	.18
Urban	.13	.69	.41	.30
Total	.09	.37	.32	.20
Procedures for visitors in the school	.98	.96	.96	.98
Locking doors, no alarms and panic bars	.59	.48	.49	.54
Locking doors with use of alarms and panic bars	.33	.28	.25	.30
Closed circuit cameras	.19	.15	.18	.18
Physical surveillance of entrances	.62	.84	.58	.65
Confidential ways to report problems	.75	.85	.78	.77

continued . . .

Table H4.12 (*continued*)

Proportion of Security or Surveillance Activities Using Specific Procedures

	School level			
Procedure	Elementary (*n*=84-90)	Middle/ Junior (*n*=100-106)	High (*n*=62-65)	Total (*N*=246-261)
Intervention to forestall a likely unsafe episode	.90	.97	.86	.90
Telephones or intercoms in classrooms	.93	.83	.68	.85
Urine, hair, breath, or saliva testing for drugs	.00	.14	.14	.06
Drug, gun, or bomb-sniffing dogs				
Rural	.11	.48	.76	.38
Suburban	.03	.43	.34	.14
Urban	.00	.38	.07	.10
Total	.05	.43	.53	.23
Metal detectors				
Rural	.00	.10	.27	.10
Suburban	.05	.01	.12	.05
Urban	.03	.31	.31	.14
Total	.03	.15	.26	.10
Locker searches	.12	.73	.79	.39
Inspection of book bags or purses				
Rural	.14	.60	.82	.45
Suburban	.09	.82	.60	.28
Urban	.27	.72	.58	.43
Total	.16	.70	.74	.40
Removing locker or restroom doors	.07	.14	.16	.10

Note. *n* = unweighted number of activities.

Table H4.13

Proportion of Services or Programs for Family Members Incorporating Specific Approaches

Approach	Elementary (*n*=85-87)	Middle/ Junior (*n*=71-74)	High (*n*=36-38)	Total (*N*=193-198)
	School level			
Instructional material sent home	.82	.79	.71	.80
Parent meetings	.74	.82	.65	.73
Training or instruction for parents	.88	.76	.66	.83
Programmatic family therapy	.29	.37	.26	.29
Investigation about problems in families	.70	.71	.59	.68
Inspections of homes				
Rural	.28	.28	.23	.27
Suburban	.15	.00	.13	.13
Urban	.16	.23	.00	.16
Total	.21	.21	.17	.20
Seeking cooperation from family	.84	.89	.92	.86
Family case management	.30	.36	.19	.29
Social work intervention	.48	.60	.38	.48
Drug treatment for family members	.10	.30	.20	.14

Note. *n* = unweighted number of activities.

Table H4.14

Proportion of Programs Using External Personnel Resources in Classrooms Using Specific Types of Personnel

	School level			
Type	Elementary (*n*=126-129)	Middle/ Junior (*n*=92-93)	High (*n*=65-66)	Total (*N*=284-288)
Parent volunteers	.53	.66	.61	.55
Professional consultants	.43	.64	.64	.49
Authority figures such as police	.73	.67	.69	.71
Older students from other schools	.48	.47	.28	.45
Community members	.55	.63	.67	.58
Classroom aides	.48	.65	.66	.52

Note. *n* = unweighted number of activities.

Table H4.15

Proportion of Programs Using Youth Roles in Regulating and Responding to Student Conduct Employing Specific Methods

	School level			
Method	Elementary (*n*=59)	Middle/ Junior (*n*=64-66)	High (*n*=43)	Total (*N*=166-168)
Student court	.09	.10	.11	.09
Peer mediation	.63	.72	.63	.64
Conflict resolution	.85	.80	.64	.80
Deputizing students	.28	.18	.07	.23

Note. *n* = unweighted number of activities.

Table H4.16

Percentage of Programs Addressing Specific Objectives, by School Level

Objective	Elementary (*n*=1383-1459)	Middle/Junior (*n*=1285-1338)	High (*n*=859-896)	Total (*N*=3527-3693)
Increase attitudes, beliefs, intentions, or dispositions (e.g., self-esteem, belief in rules, anxiety, assertiveness, likability, commitment to education)	84	86	89	85
Reduce student problem behavior				
Rural	86	84	81	84
Suburban	74	88	82	77
Urban	81	91	80	82
Total	81	87	81	81
Increase knowledge about laws, rules, harmful effects of drugs, manners, or other factual information thought to reduce the likelihood of problem behavior	79	80	82	80
Increase academic performance, educational attainment, or employment	75	80	77	76
Increase social skills and competencies (e.g., self-management, social problem-solving, anger management, emotional perspective-taking)	76	77	75	76
Change parental supervision or management of their children's behavior	70	75	74	71
Change opportunities for students to engage in problem behavior in and around school (e.g., limiting availability of weapons or drugs, increasing surveillance, limiting unstructured time)	69	73	77	71
Change the rules, norms, or expectations for behavior (e.g., to signal the expected behavior)	63	69	66	65
Increase learning or job skills (e.g., study skills, job-seeking skills)	51	64	70	57
Change responsiveness to behavior (e.g., applying rewards or punishments in response to behavior)	52	63	61	55
Change organizational capacity for self-management (e.g., strengthening leadership, morale, parent or staff involvement in planning for school improvement)	50	51	51	50

continued

Table H4.16 *(continued)*

Percentage of Programs Addressing Specific Objectives, by School Level

Objective	Elementary (n=1383-1459)	Middle/Junior (n=1285-1338)	High (n=859-896)	Total (N=3527-3693)
Prevent or reduce gang participation				
Rural	45	52	48	47
Suburban	39	45	52	42
Urban	61	65	54	61
Total	48	54	50	50
Increase religious beliefs				
Rural	13	11	14	13
Suburban	17	8	23	17
Urban	21	16	25	21
Total	17	12	18	17
(Mean number of different objectives)	(7.4)	(8.0)	(8.0)	(7.6)

Note. n = unweighted number of activities. Unweighted number of activities for level-by-location cell ranges from 253 (urban high school programs) to 510 (urban elementary school programs).

Table H4.17

Percentage of Programs Addressing Specific Objectives, by Program Type

	Program Type														
Objective is to . . .	1 (*n*=352-371)	2 (*n*=256-266)	3 (*n*=352-365)	4 (*n*=242-258)	5 (*n*=252-262)	6 (*n*=223-248)	7 (*n*=210-221)	8 (*n*=291-309)	9 (*n*=229-233)	10 (*n*=231-240)	11 (*n*=248-262)	12 (*n*=194-200)	13 (*n*=268-288)	14 (*n*=161-170)	All (*N*=3527-3693)
Reduce student problem behavior	93	99	96	71	63	61	93	86	67	77	79	87	77	87	81
Prevent or reduce gang participation	65	45	61	36	43	29	46	56	39	42	51	56	61	44	50
Increase academic performance, educational attainment, or employment	83	95	95	95	17	22	94	75	86	89	70	98	88	70	76
Increase knowledge about laws, rules, harmful effects of drugs, manners, or other factual information thought to reduce the likelihood of problem behavior	92	80	92	47	75	97	77	82	70	75	72	77	77	74	80
Increase religious beliefs	13	11	7	12	53	54	15	13	15	6	4	5	9	9	17
Increase social skills and competencies (e.g., self-management, social problem-solving, anger management, emotional perspective-taking)	93	98	98	76	12	8	90	85	78	82	70	90	87	95	76
Increase learning or job skills (e.g., study skills, job-seeking skills)	51	64	71	63	84	76	59	42	51	62	30	49	50	35	57
Increase attitudes, beliefs, intentions, or dispositions (e.g., self-esteem, belief in rules, anxiety, assertiveness, likability, commitment to education	96	96	97	85	41	70	93	94	89	86	71	87	92	96	85
Change parental supervision or management of their children's behavior	26	84	54	55	89	79	34	29	40	46	44	78	29	19	50

continued

Table H4.17 *(continued)*
Percentage of Programs Addressing Specific Objectives, by Program Type

	Program Type														
Objective is to . . .	1 (*n*=352-371)	2 (*n*=256-266)	3 (*n*=352-365)	4 (*n*=242-258)	5 (*n*=252-262)	6 (*n*=223-248)	7 (*n*=210-221)	8 (*n*=291-309)	9 (*n*=229-233)	10 (*n*=231-240)	11 (*n*=248-262)	12 (*n*=194-200)	13 (*n*=268-288)	14 (*n*=161-170)	All (*N*=3527-3693)
Change the rules, norms, or expectations for behavior (e.g., to signal the expected behavior)	74	89	75	52	55	69	88	74	58	78	77	66	66	81	71
Change responsiveness to behavior (e.g., applying rewards or punishments in response to behavior)	69	61	80	30	51	58	88	68	5	75	74	67	63	69	65
Change opportunities for students to engage in problem behavior in and around school (e.g., limiting availability of weapons or drugs, increasing surveillance, limiting unstructured time)	60	77	59	68	38	32	64	46	42	59	70	48	57	61	55
Change organizational capacity for self management (e.g., strengthening leadership, morale, parent or staff involvement in planning for school improvement)	76	39	79	22	75	67	82	81	80	90	70	71	73	83	71
(Mean number of different objectives named)	(8.4)	(8.3)	(8.9)	(6.4)	(5.9)	(6.2)	(8.6)	(8.4)	(7.1)	(8.0)	(7.0)	(7.9)	(7.7)	(7.9)	(7.6)

Note *n* = unweighted number of activities.

1 = Prevention Curriculum, Instruction, or Training
2 = Behavioral Programming or Behavior Modification
3 = Counseling, Social Work, Psychological, or Therapeutic Activity
4 = Mentoring, Tutoring, Coaching, Job Apprenticeship/Placement
5 = Recreation, Enrichment and Leisure Activity
6 = Improvements to Instructional Practices or Methods
7 = Classroom Organization and Management Practices
8 = Activity to Change or Maintain Culture, Climate or Expectations for Behavior
9 = Intergroup Relations and School-Community Interaction
10 = Interventions Involving a School Planning Structures or Process to Manage Change
11 = Security and Surveillance
12 = Services or Programs for Family Members
13 = Use of External Personnel Resources for Classroom Management and Instruction
14 = Youth Participation in School Discipline

Table H4.18

Level of Use, Intensity, and Use of Best Practices, All Program Types, by School Location

	Location			
Quality indicator	Urban (*n*=638-1177)	Suburban (*n*=589-1134)	Rural (*n*=641-1269)	Total (*N*=1868-3580)
Level of use by school personnel [a]	4.22	4.20	4.04	4.14
Proportion "best practices" used – methods [b]	.57	.52	.53	.54
Frequency of participation – students	3.12	3.15	2.94	3.05 [c]
How often program is used or operated	2.74	2.69	2.63	2.68 [c]

[a] Rural differs from suburban and urban, $p < .05$.

[b] Urban differs from suburban and rural, $p < .05$.

[c] Urban differs from rural, $p < .05$.

Table H5.1

Correlations Between Activity Quality and Activity Characteristics — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Activity Characteristics	Methods (*N*=1173-1902)	Content (*N*=605-1074)	Intensity (*N*=1443-2283)	Frequency of operation (*N*=877-1843)	Frequency of staff participation (*N*=389-779)	Level of use by school personnel (*N*=2175-3505)	Proportion students exposed or participating (*N*=1499-2393)	Ratio of providers to students in school (*N*=1678-2639)
Program was specially tailored for at least one group	.08** (.027-.125)	.05 (-.015-.107)	.02 (-.021-.069)	-.07* (-.125- -.017)	.06 (-.043-.157)	-.03 (-.061-.011)	-.03 (-.067-.014)	.01 (-.025-.053)
Program fosters understanding for at least one group	.10** (.049-.147)	.14** (.083-.204)	.04 (-.003-.088)	.05 (.000-.108)	.11* (.010-.208)	.04* (.001-.074)	-.02 (-.062-.020)	-.03 (-.069-.009)
Program methods culturally appropriate	-.01 (-.059-.039)	.02 (-.038-.083)	.06* (.011-.100)	.06* (.002-.110)	.07 (-.026-.171)	.08** (.048-.121)	.09** (-.51-.133)	.05** (.015-.093)
Standardization	.10** (.056-.146)	.23** (.176-.293)	.09** (.049-.135)	.08** (.035-.134)	.07 (-.004-.137)	.19** (.152-.220)	.06** (.018-.102)	-.03 (-.064-.012)
Number of obstacles to use named	.07** (.024-.116)	.05 (-.012-.110)	-.02 (-.065-.018)	-.06** (-.109- -.017)	-.10** (-.174- -.032)	.04* (.001-.069)	.01 (-.032-.049)	.01 (-.030-.047)
School amenability to program implementation	.08** (.034-.126)	.11** (.054-.176)	.04 (-.001-.082)	.11** (.059-.151)	.00 (-.074-.068)	.12** (.086-.153)	.08** (.038-.119)	.05** (.013-.091)
Amount of provider's job related to program	.01 (-.039-.059)	.07* (.003-.144)	.18** (.135-.222)	.17** (.123-.215)	.24** (.170-.308)	.05** (.017-.086)	.01 (-.034-.052)	-.03 (-.070-.011)
Program a part of regular school program?	.10** (.054-.145)	.13** (.066-.187)	.08** (.041-.124)	.17** (.123-.214)	.14** (.073-.213)	.12** (.082-.148)	.16** (.124-.204)	.08** (.038-.116)
Level of supervision	.25** (.206-.294)	.14** (.076-.195)	.12** (.073-.159)	.20** (.148-.245)	.14** (.067-.207)	.16** (.121-.190)	.00 (-.039-.046)	.07** (.028-.105)

continued . . .

Table H5.1 *(continued)*
Correlations Between Activity Quality and Activity Characteristics — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Activity Characteristics	Methods (*N*=1173-1902)	Content (*N*=605-1074)	Intensity (*N*=1443-2283)	Frequency of operation (*N*=877-1843)	Frequency of staff participation (*N*=389-779)	Level of use by school personnel (*N*=2175-3505)	Proportion students exposed or participating (*N*=1499-2393)	Ratio of providers to students in school (*N*=1678-2639)
Training quality	.10** (.048-.159)	.15** (.074-.217)	.02 (-.030-.074)	.10** (.043-.158)	.14** (.043-.226)	.15** (.107-.190)	.04 (-.010-.091)	-.03 (-.082-.013)
Amount of training	.10** (.051-.147)	.18** (.121-.246)	.14** (.093-.180)	.15** (.106-.203)	.16** (.081-.229)	.18** (.148-.218)	.04 (-.005-.080)	.02 (-.021-.060)
Principal support for program	.21** (.165-.253)	.11** (.055-.174)	-.01 (-.049-.033)	.14** (.094-.184)	.15** (.085-.224)	.13** (.094-.160)	.13** (.094-.174)	.11** (.074-.150)
Provider position:								
Full-time	.06* (.007-.110)	-.02 (-.098-.060)	.08** (.036-.121)	.17** (.117-.221)	.11** (.036-.177)	.07** (.035-.106)	.13** (.085-.168)	.02 (-.017-.066)
Part time	-.05 (-.100-.003)	.02 (-.055-.102)	-.04 (-.082-.003)	-.03 (-.082-.023)	.02 (-.054-.088)	-.01 (-.044-.027)	-.08** (-.121- -.037)	-.03 (-.068-.016)
Does not work in school	-.03 (-.083-.020)	.01 (-.073-.085)	-.06** (-.105- -.020)	-.18** (-.231- -.127)	-.15** (-.216- -.076)	-.08** (-.116- -.045)	-.08** (-.127- -.043)	-.01 (-.050-.034)
Who delivers program?								
Volunteers	-.03 (-.081-.023)	-.18** (-.259- -.103)	-.17** (-.217- -.133)	-.14** (-.195- -.090)	-.26** (-.325- -.188)	.00 (-.039-.033)	-.03 (-.070-.014)	.04 (.006-.078)
Paid workers	-.05* (-.106- -.002)	-.04 (-.116-.043)	.04 (-.004-.082)	.00 (-.053-.053)	-.04 (-.114-.028)	.00 (-.039-.033)	-.12** (-.160- -.076)	-.06** (-.102-.018)
Regular employees	.06* (.012-.116)	.16** (.087-.243)	.11** (.070-.155)	.14** (.083-.188)	.27** (.203-.341)	.01 (-.031-.041)	.12** (.076-.160)	.02 (-.025-.058)

continued . . .

Table H5.1 *(continued)*

Correlations Between Activity Quality and Activity Characteristics — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Activity Characteristics	Methods (*N*=1173-1902)	Content (*N*=605-1074)	Intensity (*N*=1443-2283)	Frequency of operation (*N*=877-1843)	Frequency of staff participation (*N*=389-779)	Level of use by school personnel (*N*=2175-3505)	Proportion students exposed or participating (*N*=1499-2393)	Ratio of providers to students in school (*N*=1678-2639)
Regular classroom assistance	.06** (.017-.107)	-.03 (-.092-.029)	.00 (-.048-.041)	.00 (-.055-.053)	.00 (-.089-.079)	.05* (.011-.083)	.05* (.008-.092)	.06** (.019-.095)
Occasional classroom assistance	.09** (.048-.137)	.10** (.044-.164)	.06* (.013-.102)	.00 (-.050-.058)	-.01 (-.098-.071)	.01 (-.025-.047)	.03 (-.013-.072)	.05** (.015-.091)
Replace staff because they left or were dismissed	.05* (.009-.100)	.02 (-.045-.076)	-.02 (-.058-.024)	.02 (-.025-.068)	.06 (-.014-.128)	.03 (-.004-.063)	.05* (.006-.087)	.07** (.030-.107)
Time of program:								
Before school begins	.01 (-.046-.068)	-.05 (-.132-.027)	-.03 (-.076-.018)	.12** (.054-.184)	.14** (.063-.219)	.02 (-.021-.057)	.01 (-.033-.056)	.06** (.018-.102)
During the school day	.01 (-.048-.066)	.02 (-.058-.101)	.17** (.124-.216)	.04 (-.021-.111)	.17** (.091-.246)	.01 (-.025-.053)	.10** (.056-.144)	.01 (-.028-.055)
Immediately after school	.00 (-.060-.054)	-.09* (-.168- -.008)	-.09** (-.135- -.041)	.05 (-.014-.118)	.05 (-.029-.129)	.06** (.025-.104)	-.06* (-.101- -.012)	.06** (.021-.105)
In the early evening	.03 (-.026-.088)	.04 (-.040-.119)	-.21** (-.256- -.164)	.00 (-.067-.065)	-.07 (-.153-.005)	-.02 (-.060-.018)	.01 (-.035-.055)	.04* (.002-.086)
Late in the evening	.04 (-.013-.102)	.00 (-.076-.083)	-.05* (-.096- -.002)	.05 (-.014-.119)	-.05 (-.128-.031)	-.04* (-.084- -.005)	.04 (-.007-.083)	.07** (.032-.116)
On weekends	.08** (.027-.141)	-.02 (-.102-.057)	.01 (-.040-.054)	.03 (-.038-.095)	.04 (-.043-.116)	.02 (-.021-.058)	.04 (-.004-.085)	.11** (.067-.151)

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

$^{**}p < .01$

$^{*}p < .05$

Table H5.2

Correlations Between Activity Quality and Program Coordinator Characteristics — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Program coordinator characteristic	Methods (N=1670-1697)	Content (N=922-949)	Intensity (N=2055-2066)	Frequency of operation (N=1621-1633)	Frequency of staff participation (N=689-693)	Level of use by school personnel (N=3116-3144)	Proportion students exposed or participating (N=2163-2171)	Ratio of providers to students in school (N=2348-2370)
Conscientiousness	.08** (.034-.130)	.09** (.024-.152)	-.01 (-.052-.034)	.02 (-.030-.068)	-.02 (-.096-.054)	.04* (.003-.073)	.08** (.041-.125)	.02 (-.023-.058)
Accomplishment record	.08** (.031-.126)	.09** (.024-.151)	-.05* (-.090–.004)	.01 (-.035-.062)	-.11** (-.182–.033)	.13** (.097-.167)	.13** (.089-.173)	.05** (.013.094)

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. N = unweighted number of activities.

**$p < .01$

*$p < .05$

Table H5.3

Correlations Between Activity Quality and Origins and Funding — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Indicator of origins and funding	Methods (*N*=1247-1819)	Content (*N*=686-1016)	Intensity (*N*=1532-2212)	Frequency of operation (*N*=1183-1749)	Frequency of staff participation (*N*=515-745)	Level of use by school personnel (*N*=2302-3357)	Proportion students exposed or participating (*N*=1627-2322)	Ratio of providers to students in school (*N*=1768-2549)
Source of funding:								
School district's budget allocation	.04 (-.010-.091)	.05 (-.017-.119)	.09** (.046-.135)	.11** (.060-.162)	.07 (-.009-.149)	.08** (.040-.113)	.07** (.026-.113)	.01 (-.036-.047)
Funding through Safe and Drug Free Schools	-.08** (-.137- -.032)	.20** (.126-.265)	-.08** (-.131- -.037)	-.03 (-.085-,022)	.04 (-.036-.125)	-.01 (-.053-.023)	.06** (.020-.110)	-.07** (-.108- -.022)
External funding from government sources	.08** (.028-.136)	.04 (-.029-.118)	.04 (-.010-.086)	.03 (-.025-.084)	.10* (.021-.186)	.02 (-.021-.057)	-.07** (-.119- -.026)	-.08** (-.129- -.040)
External funding from private contributions	.04 (-.012-.092)	.09* (.017-.157)	.05* (.003-.095)	-.02 (-.070-.035)	-.06 (-.137-.022)	-.01 (-.045-.030)	.04 (-.007-.083)	.01 (-.029-.056)
Fund raisers	.06* (.013-.111)	.04 (-.024-.110)	.00 (-.045-.043)	.00 (-.047-.053)	-.03 (-.105-.048)	.01 (-.026-.046)	.12** (.080-.165)	.06** (.023-.105)
Participant fees	.04 (-.007-.091)	.02 (-.048-.084)	-.02 (-.061-.026)	-.02 (-.068-.032)	-.01 (-.085-.067)	-.04* (-.073- -.001)	.03 (-.010-.075)	.07** (.026-.108)
Funding for program assured for next year	-.01 (-.059-.033)	-.06* (-.126- -.003)	.01 (-.035-.049)	.03 (-.020-.074)	.02 (-.047-.097)	.02 (-.010-.058)	.08** (.035-.117)	.05* (.011-.089)
Local budget control for activities	.04 (-.002-.090)	-.02 (-.085-.038)	-.03 (-.069-.015)	.02 (-.028-.066)	-.02 (-.097-.047)	.03 (-.005-.063)	.12** (.082-.163)	.04 (-.004-.074)

continued . . .

Table H5.3 *(continued)*
Correlations Between Activity Quality and Origins and Funding — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Indicator of origins and funding	Methods (*N*=1247-1819)	Content (*N*=686-1016)	Intensity (*N*=1532-2212)	Frequency of operation (*N*=1183-1749)	Frequency of staff participation (*N*=515-745)	Level of use by school personnel (*N*=2302-3357)	Proportion students exposed or participating (*N*=1627-2322)	Ratio of providers to students in school (*N*=1768-2549)
Responsibility for starting program:								
School insiders	.24** (.193-.284)	.09** (.025-.149)	-.07** (-.108- -.023)	.15** (.106-.200)	.19** (.120-.262)	.11** (.080-.148)	.21** (.166-.247)	.15** (.107-.185)
School district	.12** (.069-.162)	.20** (.134-.257)	-.02 (-.066-.018)	.09** (.042-.136)	.19** (.114-.256)	.06** (.029-.097)	.01 (-.027-.055)	-.03 (-.073-.006)
Researchers	.13** (.084-.178)	.13** (.066-.191)	.02 (-.024-.061)	.07** (.020-.116)	.13** (.056-.201)	.04* (.007-.076)	.10** (.058-.140)	.00 (-.040-.040)
Original development by:								
Local persons	.04 (-.007-.095)	.03 (-.037-.100)	-.03 (-.080-.011)	.06* (.012-.115)	.02 (-.054-.101)	.04* (.008-.081)	.08** (.036-.125)	.09** (.045-.129)
External persons	-.01 (-.057-.043)	.08* (.012-.144)	.01 (-.030-.059)	.00 (-.053-.049)	.02 (-.058-.097)	.00 (-.032-.041)	-.02 (-.062-.025)	-.04* (-.087- -.003)
Researchers	.01 (-.044-.067)	.13** (.060-.208)	.09** (.036-.136)	.02 (-.039-.075)	.10* (.015-.187)	.06** (.015-.097)	.06* (.012-.109)	-.03 (-.072-.021)

continued . . .

Table H5.3 *(continued)*

Correlations Between Activity Quality and Origins and Funding — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Indicator of origins and funding	Methods (*N*=1247-1819)	Content (*N*=686-1016)	Intensity (*N*=1532-2212)	Frequency of operation (*N*=1183-1749)	Frequency of staff participation (*N*=515-745)	Level of use by school personnel (*N*=2302-3357)	Proportion students exposed or participating (*N*=1627-2322)	Ratio of providers to students in school (*N*=1768-2549)
Information sources used to select:								
People with jobs similar to mine	.01 (-.033-.062)	.04 (-.020-.107)	.03 (-.014-.072)	.06** (.015-.112)	.02 (-.051-.098)	.05** (.012-.081)	.06** (.013-.097)	.02 (-.022-.058)
Meetings inside school district	.08** (.035-.130)	.11** (.045-.171)	.03 (-.010-.075)	.12** (.069-.165)	.09* (.021-.168)	.12** (.084-.153)	.08** (.042-.125)	.02 (-.019-.061)
Meetings outside school district	-.01 (-.060-.035)	.11** (.046-.171)	.06** (.020-.106)	.06* (.011-.107)	.01 (-.063-.085)	.11** (.076-.145)	.06** (.015-.099)	-.02 (-.060-.020)
Marketing brochures or videos	.00 (-.044-.051)	.08* (.012-.138)	.03 (-.014-.071)	.01 (-.041-.055)	.03 (-.048-.100)	.02 (-.016-.054)	.07** (.031-.114)	-.01 (-.050-.030)
Formal outcome evaluation	.08** (.031-.126)	.10** (.032-.159)	.04 (-.002-.084)	.05* (.006-.103)	.04 (-.030-.118)	.09** (.056-.125)	.04 (-.005-.079)	.00 (-.043-.037)
Publications summarizing research	.08** (.030-.125)	.18** (.119-.243)	.02 (-.022-.064)	.09** (.043-.139)	.11** (.040-.188)	.12** (.085-.154)	.04* (.003-.086)	-.03 (-.068-.012)
Formal needs assessment	.11** (.064-.159)	.08* (.012-.139)	.00 (-.039-.047)	.08** (.036-.132)	.01 (-.063-.085)	.11** (.079-.148)	.04 (.000-.083)	.00 (-.043-.038)
Number of different sources of information used to select activities	.10** (.049-.143)	.18** (.119-.243)	.05* (.008-.093)	.11** (.062-.158)	.08* (.008-.155)	.15** (.120-.189)	.09** (.048-.131)	-.01 (-.051-.028)

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

**$p < .01$

*$p < .05$

Table H5.4

Comparison of Unweighted and Weighted Correlations Between Indicators of Activity Technical Quality and Indicators of Origins and Funding

	Best practices methods		Best practices content		Intensity	
Indicator of origins and funding	Wgt	Unwgt	Wgt	Unwgt	Wgt	Unwgt
Source of funding:						
School district's budget allocation	.03	.04	.04	.05	.08**	.09**
Funding through Safe and Drug Free Schools	-.04	-.08**	.22**	.20**	.05	-.08**
External funding from government sources	.10*	.08**	.04	.04	.04	.04
External funding from private contributions	.03	.04	.05	.09*	.03	.05*
Fund raisers	.09*	.06*	.04	.04	-.03	.00
Participant fees	.08*	.04	.08	.02	-.05	-.02
Funding for program assured for next year	.00	-.01	-.06	-.06*	-.02	.01
Local budget control for activities	.05	.04	-.05	-.02	-.04	-.03
Responsibility for starting program:						
School insiders	.24**	.24**	.07	.09**	-.08**	-.07**
School district	.11**	.12**	.17**	.20**	-.01	-.02
Researchers	.12**	.13**	.14**	.13**	.02	.02
Original development by:						
Local persons	.02	.04	.06	.03	-.09*	-.03
External persons	.04	-.01	.07	.08*	.03	.01
Researchers	-.03	.01	.09*	.13**	.10**	.09**
Information sources used to select activities:						
People with jobs similar to mine	.03	.01	.01	.04	-.01	.03
Meetings inside school district	.10**	.08**	.08	.11**	.03	.03
Meetings outside school district	.00	-.01	.13**	.11**	.06*	.06**
Marketing brochures or videos	.00	.00	.05	.08*	.03	.03
Formal outcome evaluation	.07*	.08**	.08	.10**	.06*	.04
Publications summarizing research	.07*	.08**	.17**	.18**	.02	.02
Formal needs assessment	.13**	.11**	.10*	.08*	.04	.00
Number of different sources of information used to select activities	.10**	.10**	.16**	.18**	.06	.05*
(Range of unweighted *N*s)	(1247-1819)		(686-1016)		(1532-2212)	

Note. Criterion variables are described in Table 4-3. Wgt = weighted correlation; Unwgt = unweighted correlation. Significance levels for weighted correlations are based on resampling estimates for standard errors; significance levels for unweighted correlations are based on assumption of simple random sampling.

*$p < .05$

*$p < .01$

Table H5.5

Comparison of Unweighted and Weighted Correlations Between Indicators of Extent of Use of Activity and Indicators of Origins and Funding

	Frequency of operation		Frequency of staff participation		Level of use by school personnel	
Indicator of origins and funding	Wgt	Unwgt	Wgt	Unwgt	Wgt	Unwgt
Source of funding:						
School district's budget allocation	.11**	.11**	.02	.07	.09**	.08**
Funding through Safe and Drug Free Schools	-.01	-.03	.04	.04	.00	-.01
External funding from government sources	.07	.03	.13*	.10*	.03	.02
External funding from private contributions	-.07	-.02	-.12**	-.06	.00	-.01
Fund raisers	-.04	.00	-.06	-.03	.01	.01
Participant fees	-.04	-.02	-.03	-.01	-.03	-.04*
Funding for program assured for next year	.06	.03	.00	.02	.02	.02
Local budget control for activities	-.01	.02	-.01	-.02	.03	.03
Responsibility for starting program:						
School insiders	.14**	.15**	.17**	.19**	.11**	.11**
School district	.11**	.09**	.21**	.19**	.07**	.06**
Researchers	.08**	.07**	.11**	.13**	.06**	.04*
Original development by:						
Local persons	.03	.06*	.01	.02	.03	.04*
External persons	-.01	.00	-.02	.02	.01	.00
Researchers	.06	.02	.13*	.10*	.08**	.06**
Information sources used to select activities:						
People with jobs similar to mine	.04	.06**	.00	.02	.06**	.05**
Meetings inside school district	.12**	.12**	.06	.09*	.12**	.12**
Meetings outside school district	.06	.06*	.01	.01	.12**	.11**
Marketing brochures or videos	.00	.01	.00	.03	.02	.02
Formal outcome evaluation	.06	.05*	.04	.04	.11**	.09**
Publications summarizing research	.10**	.09**	.11*	.11**	.13**	.12**
Formal needs assessment	.09**	.08**	.06	.01	.11**	.11**
Number of different sources of information used to select activities	.11**	.11**	.08	.08*	.17**	.15**
(Range of unweighted *N*s)	(1183-1749)		(515-745)		(2302-3357)	

Note. Criterion variables are described in Table 4-3. Wgt = weighted correlation; Unwgt = unweighted correlation. Significance levels for weighted correlations are based on resampling estimates for standard errors; significance levels for unweighted correlations are based on assumption of simple random sampling.

*$p < .05$

*$p < .01$

Table H5.6

Comparison of Unweighted and Weighted Correlations Between Indicators of Degree of Student Exposure and Indicators of Origins and Funding

Indicator of origins and funding	Proportion of students exposed or participating		Ratio of providers to students in school	
	Wgt	Unwgt	Wgt	Unwgt
Source of funding:				
School district's budget allocation	-.01	.07**	-.01	.01
Funding through Safe and Drug Free Schools	.05	.06**	-.06*	-.07**
External funding from government sources	-.08*	-.07**	-.11**	-.08**
External funding from private contributions	.02	.04	.00	.01
Fund raisers	.13**	.12**	.03	.06**
Participant fees	.00	.03	.06	.07**
Funding for program assured for next year	.08**	.08**	.07**	.05*
Local budget control for activities	.08*	.12**	.00	.04
Responsibility for starting program:				
School insiders	.21**	.21**	.14**	.15**
School district	.01	.01	-.04	-.03
Researchers	.08**	.10**	-.01	.00
Original development by:				
Local persons	.06*	.08**	.07**	.09**
External persons	-.05	-.02	-.02	-.04*
Researchers	.05	.06*	-.03	-.03
Information sources used to select activities:				
People with jobs similar to mine	.03	.06**	-.02	.02
Meetings inside school district	.07*	.08**	.02	.02
Meetings outside school district	.02	.06**	-.02	-.02
Marketing brochures or videos	.06	.07**	-.02	-.01
Formal outcome evaluation	.03	.04	-.03	.00
Publications summarizing research	.03	.04*	-.03	-.03
Formal needs assessment	.06	.04	-.01	.00
Number of different sources of information used to select activities	.07*	.09**	-.02	-.01
(Range of unweighted *N*s)	(1627-2322)		(1768-2549)	

Note. Criterion variables are described in Table 4-3. Wgt = weighted correlation; Unwgt = unweighted correlation. Significance levels for weighted correlations are based on resampling estimates for standard errors; significance levels for unweighted correlations are based on assumption of simple random sampling.

*$p < .05$

*$p < .01$

Table H5.7
Correlations Between Activity Quality and Population Characteristics — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion "best practices" used:							
Population targeted	Methods (*N*=1543-1645)	Content (*N*=1011-1068)	Intensity (*N*=1618-1744)	Frequency of operation (*N*=1028-1094)	Frequency of staff participation (*N*=2552-2742)	Level of use by school personnel (*N*=353-399)	Proportion students exposed or participating (*N*=1995-2130)	Ratio of providers to students in school (*N*=2426-2601)
No special group	.11** (.060-.156)	-.09** (-.152- -.032)	.05* (.004-.098)	.06* (.003-.121)	.03 (-.005-.070)	.08 (-.015-.182)	.25** (.204-.286)	.10** (.066-.142)
Boys	.03 (-.024-.075)	.06* (.001-.124)	.04 (-.009-.088)	-.04 (-.097-.024)	-.01 (-.044-.033)	.04 (-.065-.139)	.08** (.038-.125)	.07** (.029-.108)
Girls	.00 (-.047-.052)	.06* (.000-.123)	.03 (-.021-.076)	-.05 (-.108-.014)	-.01 (-.045-.032)	.05 (-.052-.153)	.09** (.048-.135)	.07** (.027-.106)
Interested students	-.14** (-.192- -.094)	.05 (-.008-.116)	-.08** (-.123-.027)	-.05 (-.111-.011)	.02 (-.019-.059)	-.07 (-.168-.037)	-.07** (-.117- -.030)	-.04* (-.080- -.001)
Intact classroom	.01 (-.040-.060)	.11** (.047-.169)	-.03 (-.083-.014)	.03 (-.033-.090)	.01 (-.026-.052)	-.03 (-.131-.077)	.03 (-.018-.070)	-.04 (-.077-.003)
Particular grade level	-.08** (-.126- -.027)	.08** (.023-.146)	-.07** (-.118- -.022)	-.04 (-.100-.022)	-.02 (-.055-.023)	-.01 (-.118-.090)	-.06** (-.104- -.017)	-.07** (-.114- -.035)
Good citizens	.04 (-.006-.094)	.08** (.020-.143)	-.05 (-.097-.000)	-.05 (-.109-.013)	.01 (-.028-.050)	-.06 (-.158-.048)	.10** (.061-.148)	.05* (.008-.087)
Students at high risk of problem behavior	-.05* (-.099- -.001)	.10** (.041-.162)	-.04 (-.092-.003)	.04 (-.024-.098)	.03 (-.003-.073)	.07 (-.029-.176)	-.20** (-.239- -.155)	-.06** (-.140- -.026)

continued . . .

Table H5.7 *(continued)*

Correlations Between Activity Quality and Population Characteristics — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion "best practices" used:							
Population targeted	Methods	Content	Intensity	Frequency of operation	Frequency of staff participation	Level of use by school personnel	Proportion students exposed or participating	Ratio of providers to students in school
Students who've been or are about to be expelled	.00 (-.045-.054)	.09** (.027-.149)	-.01 (-.059-.038)	.02 (-.040-.081)	.02 (-.020-.057)	.12* (.012-.218)	-.13** (-.174- -.087)	-.04* (-.082- -.003)
Gang members	.04 (-.006-.094)	.09** (.028-.151)	-.04 (-.084-.013)	.02 (-.037-.085)	.12* (.019-.226)	.01 (-.032-.046)	-.07** (-.111- -.024)	-.01 (-.053-.027)
Some students ineligible because of problem behavior	.07** (.021-.118)	-.03 (-.091-.029)	.06* (.011-.105)	.02 (-.041-.081)	.04 (-.070-.140)	-.01 (-.049-.027)	-.07** (-.116- -.031)	.03 (-.013-.065)

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

$^{**}p < .01$

$^{*}p < .05$

Table H5.8

Correlations Between Activity Quality and Objectives — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Objective	Methods (*N*=1858-1947)	Content (*N*=1047-1104)	Intensity (*N*=2223-2307)	Frequency of operation (*N*=1780-1868)	Frequency of staff participation (*N*=762-788)	Level of use by school personnel (*N*=3438-3579)	Proportion students exposed or participating (*N*=2329-2415)	Ratio of providers to students in school (*N*=2584-2677)
Program intended to reduce . . .								
Problem behavior	-.01 (-.058-.031)	.20** (.147-.263)	.01 (-.036-.046)	.07** (.022-.113)	.14** (.073-.212)	.04* (.009-.075)	-.04* (-.083- -.003)	-.03 (-.064-.012)
Gang participation	.04 (-.006-.083)	.25** (.193-.308)	-.03 (-.066-.016)	.04 (-.004-.087)	.11** (.041-.181)	.01 (-.023-.043)	.01 (-.029-.052)	.01 (-.029-.047)
Program intended to increase . . .								
Academic performance	-.04 (-.085-.005)	.20** (.138-.255)	-.05* (-.091- -.008)	.07** (.022-.113)	.08* (.006-.146)	.06** (.028-.093)	-.09** (-.125- -.045)	-.01 (-.049-.027)
Knowledge about laws	.09** (.048-.137)	.22** (.161-.277)	.05* (.010-.092)	.08** (.033-.124)	.15** (.075-.215)	.04* (.004-.070)	.09** (.049-.129)	.01 (-.026-.050)
Religious beliefs	.06** (.017-.108)	-.01 (-.066-.055)	.10** (.062-.144)	.02 (-.027-.065)	.06 (-.008-.134)	.01 (-.021-.046)	.13** (.087-.168)	.15** (.109-.186)
Social skills and competencies	-.08** (-.126- -.036)	.22** (.166-.283)	-.07** (-.113- -.031)	.02 (-.025-.067)	.08* (.011-.152)	.03* (.002-.068)	-.09** (-.132- -.051)	-.04* (-.080- -.003)
Learning or job skills	.06* (.013-.103)	.15** (.086-.205)	.12** (.078-.160)	.03 (-.012-.080)	.07* (.004-.145)	.04* (.009-.075)	.05* (.006-.086)	.08** (.044-.121)
Attitudes, belief, intentions or dispositions	.02 (-.023-.067)	.23** (.169-.285)	.04 (-.005-.077)	.01 (-.032-.060)	.02 (-.053-.088)	.07** (.035-.100)	.03 (-.007-.073)	.00 (-.039-.037)

continued . . .

Table H5.8 *(continued)*

Correlations Between Activity Quality and Objectives — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Objective	Methods (*N*=1858-1947)	Content (*N*=1047-1104)	Intensity (*N*=2223-2307)	Frequency of operation (*N*=1780-1868)	Frequency of staff participation (*N*=762-788)	Level of use by school personnel (*N*=3438-3579)	Proportion students exposed or participating (*N*=2329-2415)	Ratio of providers to students in school (*N*=2584-2677)
Rules, norms or expectation for behavior	.17** (.122-.212)	.24** (.185-.302)	.02 (-.020-.063)	.13** (.085-.176)	.17** (.099-.238)	.05** (.017-.083)	.05** (.013-.094)	.05* (.007-.083)
Responsiveness to behavior	.17** (.121-.211)	.25** (.195-.312)	-.04 (-.077-.006)	.12** (.075-.167)	.14** (.072-.212)	.05** (.012-.079)	.06** (.020-.101)	.04* (.003-.079)
Opportunities to engage in problem behavior	.12** (.074-.164)	.22** (.165-.283)	.02 (-.017-.066)	.13** (.085-.178)	.18** (.114-.254)	.07** (.036-.103)	-.02 (-.058-.023)	.07** (.035-.112)
Organizational capacity for self management	.15** (.106-.195)	.30** (.241-.356)	-.13** (-.168- -.087)	.05 (.000-.092)	-.05 (-.119-.022)	.08** (.043-.109)	.12** (.078-.159)	.00 (-.037-.039)
Program intended to change parental supervision	.07** (.023-.113)	-.07* (-.130- -.010)	.11** (.073-.155)	.09** (.044-.135)	.14** (.073-.212)	.02 (-.011-.055)	-.08** (-.121- -.041)	.06** (.020-.096)
Number of different objectives named	.12** (.071-.159)	.43** (.377-.484)	.00 (-.037-.045)	.11** (.065-.155)	.17** (.105-.243)	.09** (.059-.124)	.05* (.010-.090)	.05** (.016-.092)

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.

**$p < .01$

*$p < .05$

Table H5.9

Correlations Between Activity Quality and Content — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Content	Methods (*N*=1947)	Content (*N*=1105)	Intensity (*N*=2307)	Frequency of operation (*N*=1868)	Frequency of staff participation (*N*=788)	Level of use by school personnel (*N*=3580)	Proportion students exposed or participating (*N*=2415)	Ratio of providers to students in school (*N*=2677)
Activity is part of a multi-component program	-.06** (-.106- -.018)	-.03 (-.087-.031)	-.01 (-.047-.034)	-.04 (-.083-.008)	-.05 (-.125-.015)	.02 (-.012-.054)	-.01 (-.053-.027)	-.05* (-.087- -.011)
Activity type:								
Prevention curriculum, instruction, or training	-.09** (-.139- -.050)	.26** (.203-.317)	.11** (.074-.155)	—	—	-.06** (-.090- -.025)	.07** (.035-.114)	-.08** (-.115- -.039)
Behavioral programming or behavior modification	-.06** (-.109- -.020)	-.17** (-.228- -.111)	.23** (.192-.272)	—	—	-.07** (-.098- -.032)	-.11** (-.145- -.065)	.05* (.011-.086)
Counseling, social work, psychological, or therapeutic activity	-.34** (-.384- -.301)	—	-.06** (-.103- -.021)	—	—	.00 (-.032-.034)	-.09** (-.132- -.053)	-.15** (-.185- -.110)
Mentoring, tutoring, coaching, apprenticeship placement	-.10** (-.143- -.055)	—	.20** (.157-.237)	—	—	.08** (.044-.109)	-.17** (-.208- -.129)	.07** (.031-.107)
Recreational, enrichment, and leisure activities	—	—	.01 (-.029-.053)	—	—	-.06** (-.095- -.030)	.02 (-.022-.058)	.10** (.061-.137)
Improvements to instructional methods or practices	.11** (.068-.156)	-.17** (-.229- -.113)	.22** (.179-.259)	.02 (-.030-.061)	—	.07** (.034-.100)	.14** (.100-.179)	.02 (-.016-.059)
Classroom organization and management practices	.23** (.192-.278)	.05 (-.007-.111)	—	.09** (.046-.137)	—	.09** (.060-.126)	—	.06** (.021-.097)

continued . . .

Table H5.9 *(continued)*
Correlations Between Activity Quality and Content — All Activity Types

	Quality indicator							
	Technical Quality			Extent of Use			Degree of Student Exposure	
	Proportion of "best practices" used:							
Content	Methods (*N*=1947)	Content (*N*=1105)	Intensity (*N*=2307)	Frequency of operation (*N*=1868)	Frequency of staff participation (*N*=788)	Level of use by school personnel (*N*=3580)	Proportion students exposed or participating (*N*=2415)	Ratio of providers to students in school (*N*=2677)
Activity to change or maintain culture, climate, or expectations for behavior	—	—	—	-.03 (-.070-.020)	-.03 (-.100-.039)	.02 (-.011-.054)	.24** (.203-.280)	.05** (.013-.089)
Intergroup relations and school-community interaction	—	—	—	-.09** (-.137- -.047)	-.17** (-.238- -.100)	-.01 (-.040-.026)	.16** (.120-.199)	.02 (-.023-.053)
Security or surveillance	.34** (.293-.377)	—	-.17** (-.208- -.128)	.14** (.099-.188)	.29** (.223-.357)	-.07** (-.102- -.036)	—	—
Services or programs for family members	—	—	-.19** (-.226- -.146)	—	—	-.09** (-.123- -.058)	-.19** (-.230- -.151)	-.05* (-.085- -.009)
Use of external personnel for classroom management or instruction	—	—	-.14** (-.181- -.101)	-.16** (-.202- -.112)	—	.01 (-.023-.042)	-.05* (-.092- -.012)	—
Youth participation in school discipline	—	—	-.14** (-.181- -.101)	-.16** (-.202- -.112)	—	.01 (-.023-.042)	-.05* (-.092- -.012)	—
Any packaged program	-.06** (-.089-.000)	-.03 (.071-.188)	-.01 (-.010-.072)	-.04 (-.070-.021)	-.05 (-.146- -.006)	.02 (-.043-.023)	-.01 (-.084- -.004)	-.05* (-.153- -.078)

Note. Criterion variables are described in Table 4-3. Confidence intervals are shown in parentheses. *N* = unweighted number of activities.
$^{**}p < .01$
$^{*}p < .05$

Table H5.10

Proportion of Prevention Curriculum, Instruction or Training Programs Containing Each Topic or Strategy, D.A.R.E. and Other Curricular Activities

Topic or strategy	D.A.R.E. (*N*=63-69)	Other (*N*=285-301)
General health or safety promotion	.95*	.84
Cultural or historical topics	.30*	.59
Drug information or prevention	1.00*	.83
Sex education	.06*	.49
Violence prevention	.93*	.75
Ethics or character education	.71	.79
Etiquette or manners education	.48*	.73
Civics	.36	.44
Politics of race, class and society	.10*	.35
Job skills or development	.20*	.51
Academic study skills	.25*	.52
Self-esteem	1.00*	.94
Social influence	1.00*	.91
Social problems solving skills	1.00*	.93
Self-management	.88	.87
Attribution	.79	.75
Communication skills	.88	.84
Emotional control	.87	.86
Emotional perspective taking	.72	.75
Formal cooperative learning	.80	.69
Mastery learning	.20*	.37
Individualized instruction	.40	.58

continued . . .

Table H5.10 (*continued*)
Proportion of Prevention Curriculum, Instruction or Training Programs Containing Each Topic or Strategy, D.A.R.E. and Other Curricular Activities

Topic or strategy	D.A.R.E. (*N*=63-69)	Other (*N*=285-301)
Computer-assisted instruction	.05*	.31
Lectures	.97*	.80
Class discussions	1.00*	.97
Individual "seat work"	.92*	.73
Behavioral modeling	.93*	.84
Role-playing	1.00*	.79
Rehearsal and practice of new skill	.76	.78
Use of cues	.58	.67
"Active" or "experiential" teaching techniques	.19*	.50
Use of computerized multi-media features	.18*	.34
Peer teachers/leaders	.45	.63
Adult instructors of a given sex or race	.13*	.27
Assignments involving interviewing others	.37	.53
Within class grouping by ability or effort	.21	.32

Note. Table reports weighted proportions. Significance tests based on unweighted data.
*Difference between D.A.R.E. and other curricular activities would be significant under simple random sampling in samples of this size, $p < .01$.

Table H5.11

Proportion of Programs Using Youth Roles in Regulating and Responding to Student Conduct Containing Each Topic or Activity, Peer Mediation and Other Activities

Youth role	Peer mediation (*N*=75-77)	Other (*N*=91)
Student court	.02*	.11
Peer mediation	.93*	.49
Conflict resolution	.82	.75
Deputizing students	.14	.18

Note. Table reports weighted proportions. Significance tests based on unweighted data.
*Difference would be significant, $p < .01$, under simple random sampling in samples of this size.

Table H5.12

Proportion of Programs Addressing Each Objective, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Objective	D.A.R.E. (65-69)	Other (283-299)	Peer mediation (*N*=71-77)	Other (*N*=88-93)
Program intended to reduce . . .				
Problem behavior	1.00*	.91	.91	.85
Gang participation	.91*	.61	.48	.46
Opportunities to engage in problem behavior	.55	.60	.51	.59
Program intended to increase . . .				
Academic performance	.59*	.85	.74	.71
Knowledge about laws	1.00 *	.91	.68	.82
Religious beliefs	.02*	.16	.05	.08
Social skills and competencies	.97	.93	.96	.94
Learning or job skills	.18*	.55	.35	.35
Attitudes, belief, intentions or disposition	.96	.96	.91	.98
Parental supervision	.18	.26	.23	.16
Rules, norms or expectation for behavior	.57*	.76	.79	.80
Responsiveness to behavior	.56	.70	.60	.68
Organizational capacity for self management	.54*	.78	.75	.84

Note. Table reports weighted proportions. Significance tests based on unweighted data.
*Difference between packaged and other activity would be significant, $p < .01$, under simple random sampling in samples of this size.

Table H5.13

Proportion of Programs With Different Types of Personnel and Experiencing Staff Turnover, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Personnel and staff turnover	D.A.R.E. (*N*=68-69)	Other (*N*=288-293)	Peer mediation (*N*=74-77)	Other (*N*=88-90)
Provider full-time in school	.15*	.84	.98	.91
Provider part-time in school	.18*	.05	.02	.08
Provider does not work in school	.67*	.11	.00	.01
Providers volunteer time	.04	.10	.36	.35
Providers are paid	.23	.11	.07	.13
Paid as part of normal duties	.72	.79	.56	.52
Regular classroom assistance provided	.20	.15	.22	.17
Occasional classroom assistance provided	.18	.27	.18	.23
Replace staff because they left or were dismissed	.03*	.13	.10	.11

Note. Table reports weighted proportions. Significance tests based on unweighted data.

*Difference between packaged programs and other activities would be significant, $p < .01$, in simple random samples of this size.

Table H5.14

Time Activity Is Conducted and Group Targeted, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Time/targeted group	D.A.R.E. (*N*=63-69)	Other (*N*=271-292)	Peer mediation (*N*=73-76)	Other (*N*=78-87)
Time of program				
Before school begins	.00	.05	.23	.26
During the school day	1.00*	.91	1.00*	.85
Immediately after school	.00*	.10	.16	.28
In the early evening	.00	.03	.05	.05
Late in the evening	.00	.02	.05	.02
On weekends	.00*	.04	.05	.03
No special group is targeted	.21*	.38	.38	.55
Boys are targeted	.20	.18	.12	.08
Girls are targeted	.20	.18	.12	.09
Interested students targeted	.11*	.21	.57	.26
Intact classroom are targeted	.23	.18	.06	.08
Particular grade level is targeted	.80*	.38	.07	.17
Good citizens are targeted	.10	.16	.17	.15
Students at high risk of problem behavior	.17	.29	.38	.14
Students who've been or are about to be expelled	.10	.18	.26	.11
Gang members are targeted	.19	.11	.11	.04
Some students ineligible because of problem behavior	.02	.03	.40	.41
Activity mostly takes place at school	1.00	.99	1.00	.99

Note. Table reports weighted proportions. Significance tests based on unweighted data.

*Difference between packaged programs and other activities would be significant, $p < .01$, in simple random samples of this size.

Table H5.15

Origins and Funding, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Origins and funding	D.A.R.E. (*N*=42-63)	Other (*N*=180-277)	Peer mediation (*N*=52-71)	Other (*N*=56-82)
Proportion of programs with funding from:				
School district's budget allocation	.25*	.67	.57	.63
Funding through Safe and Drug Free Schools	.58	.46	.55*	.29
External funding from government sources	.61*	.25	.12	.16
External funding from private contributions	.58*	.22	.15	.17
Fund raisers	.23	.12	.06	.15
Participant fees	.00*	.03	.04	.01
Proportion with funding for program assured for next year	.62	.66	.57	.65
Budget control for activities	2.06*	2.31	2.27	2.45
Responsibility for starting program:				
School insiders	1.44	1.63	1.76	1.76
School district	2.40*	2.06	1.84	1.61
Researchers	1.32	1.38	1.16	1.32
Proportion whose original development was:				
Local	.08*	.52	.44	.67
External	.98*	.72	.80	.61
Researcher	.47	.40	.36	.28
Proportion for which each information source was used to select program:				
People with jobs similar to mine	.33*	.57	.60	.56
Meetings inside school district	.36	.52	.68	.52
Meetings outside school district	.45	.59	.66	.47

continued

Table H5.15 *(continued)*

Origins and Funding, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Origins and funding	D.A.R.E. (*N*=42-63)	Other (*N*=180-277)	Peer mediation (*N*=52-71)	Other (*N*=56-82)
Marketing brochures or videos	.30	.40	.47*	.21
Formal outcome evaluation	.41	.33	.43	.17
Publications summarizing research	.54	.41	.66*	.34
Formal needs assessment	.40	.38	.38	.20
Number of different sources of info used to select program	2.41	2.62	3.24*	1.91

Note. Table reports weighted proportions. Significance tests based on unweighted data. "Budget Control" scale ranges from 1 (no funds to control) to 4 (the person responsible for the activity has direct budget control). The "Responsibility" scale ranges from 1 (none) to 4 (very much).

*Difference between packaged programs and other activities would be significant in samples of this size under simple random sampling, $p < .01$.

Table H5.16

School Amenability to Program Implementation, Integration of Program into School, Training and Support, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Organizational Support	D.A.R.E. (*N*=42-69)	Other (*N*=203-293)	Peer mediation (*N*=68-77)	Other (*N*=57-89)
Principal support for program	48.73	48.95	47.12	47.38
School amenability to program implementation	52.18	49.22	49.83	49.91
Amount of job related to program	60.71*	49.68	45.38	45.18
Quality of training	56.59*	50.79	57.54*	52.22
Part of regular program	48.67	52.01	47.76	46.16
Supervision	49.07	48.38	50.24	50.06
Amount of training	59.91*	51.96	53.64	51.25

Note. Table reports weighted proportions. Significance tests based on unweighted data. Tabled values are mean scale scores in T-score form.

*Difference between packaged programs and other activities would be significant in simple random samples of this size, $p < .01$.

Table H5.17

Program Characteristics, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Program characteristic	D.A.R.E. (*N*=65-68)	Other (*N*=277-291)	Peer mediation (*N*=75-77)	Other (*N*=81-93)
Proportion programs specially tailored for at least one group	.24	.23	.08	.20
Proportion programs foster understanding for at least one group	.69	.84	.78	.73
Methods culturally appropriate (1-5 scale)	4.76	4.59	4.52	4.42
Standardization (t-value, 5-item)	62.86*	55.84	60.18*	51.82
Number of obstacles to use named	2.03	2.18	2.81	2.72

Note. Table reports weighted proportions. Significance tests based on unweighted data. Cultural appropriateness item ranges from 1=not at all to 5=appropriate for all students.

*Difference between packaged programs and other activities would be significant, $p < .01$, in simple random samples of this size.

Table H5.18

Provider Characteristics, Selected Packaged Programs and Other Activities in the Same Categories

	Prevention curriculum		Youth participation in discipline	
Provider characteristic	D.A.R.E. (*N*=62)	Other (*N*=255-261)	Peer mediation (*N*=71-73)	Other (*N*=79-81)
Conscientiousness of provider	50.63	49.50	50.84	48.58
Accomplishment record of provider	46.88	50.41	51.10	50.94

Note. Table reports weighted proportions. Significance tests based on unweighted data. Tabled values are mean scale scores in T-score form.

Table H6.1

Correlations Between Measures of School Safety or Problem Behavior and Community and School Characteristics – Secondary Schools

	Community			School			
Measure of safety or problem behavior	Concentrated poverty & disorganization	Urbanicity	Immigration & crowding	Enrollment	% students Black	% students Hispanic	*n* (range)
Principal reports							
Gang problems	.16**	.26**	.26**	.14**	.13**	.40**	(469-624)
School crime	.04	.13**	.17**	.45**	.02	.16**	(427-575)
ln crime rate	.07	.00	.09*	.14**	.01	.08	(427-575)
Teacher reports							
Classroom order	-.29**	.09	-.12*	-.05	-.50**	-.10	(315-404)
Victimization	.35**	-.02	.23**	.15**	.41**	.24**	(315-404)
School safety	-.25**	-.02	-.14**	-.26**	-.30**	-.16**	(314-402)
Student reports							
Last-year variety drug use	.09	-.19**	.06	-.20**	-.03	.00	(257-310)
School safety	-.42**	.04	-.21**	-.08	-.52**	-.19**	(257-310)
Self-reported delinquent behavior	.16**	-.11	.06	-.21**	.15*	-.01	(257-310)
Victimization	.08	-.07	.03	-.10	.02	.00	(257-310)

Note. Enrollment is based on principal report in the phase 1 survey if available; otherwise from the Market Data Retrieval data. School ethnic composition is from the Common Core of Data.

Table H6.2

Correlations Between Measures of School Safety or Problem Behavior and Community and School Characteristics – Middle or Junior High Schools

	Community			School			
Measure of safety or problem behavior	Concentrated poverty & disorganization	Urbanicity	Immigration & crowding	Enrollment	% students Black	% students Hispanic	*n* (range)
Principal reports							
Gang problems	.14*	.29**	.28**	.14*	.11	.41**	(208-245)
School crime	.08	.22**	.29**	.35**	.06	.27**	(188-222)
ln crime rate	.16*	.01	.17*	.08	.09	.14	(188-222)
Teacher reports							
Classroom order	-.46**	.03	-.11	-.06	-.50**	-.12	(186-215)
Victimization	.50**	.03	.16*	.09	.43**	.20**	(186-215)
School safety	-.40**	.06	-.15*	-.20**	-.29**	-.16*	(186-215)
Student reports							
Last-year variety drug use	.17*	-.27**	.11	-.22**	-.05	.08	(153-171)
School safety	-.53**	.10	-.27**	-.07	-.48**	-.22**	(153-171)
Self-reported delinquent behavior	.25**	-.19*	.12	-.19*	.05	.04	(153-171)
Victimization	.08	-.09	.07	-.09	-.02	.07	(153-171)

Note. Enrollment is based on principal report in the phase 1 survey if available; otherwise from the Market Data Retrieval data. School ethnic composition is from the Common Core of Data.

Table H6.3

Correlations Between Measures of School Safety or Problem Behavior and Community and School Characteristics – High Schools

	Community			School			
Measure of safety or problem behavior	Concentrated poverty & disorganization	Urbani-city	Immigra-tion & crowding	Enroll-ment	% students Black	% students Hispanic	*n* (range)
Principal reports							
Gang problems	.14*	.28**	.25**	.14*	.17*	.46**	(153-224)
School crime	-.01	.13	.14	.52**	.01	.12	(135-203)
ln crime rate	.00	-.01	.07	.12	-.05	.08	(135-203)
Teacher reports							
Classroom order	-.16*	.15*	-.15*	-.07	-.53**	-.08	(129-189)
Victimization	.21**	-.09	.31**	.20**	.39**	.31**	(129-189)
School safety	-.13	-.10	-.14	-.30**	-.32**	-.15	(128-187)
Student reports							
Last-year variety drug use	-.02	-.14	.00	-.22**	-.04	-.12	(104-139)
School safety	-.37**	-.05	-.17	-.12	-.63**	-.15	(104-139)
Self-reported delinquent behavior	.07	-.02	.01	-.23**	.28**	-.09	(104-139)
Victimization	.14	-.03	.00	-.10	.11	-.12	(104-139)

Note. Enrollment is based on principal report in the phase 1 survey if available; otherwise from the Market Data Retrieval data. School ethnic composition is from the Common Core of Data.